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ABSTRACT

This report is a summary of responses to a national survey on the state-level governance of K-12 gifted and talented education in all 50 states and was conducted between June and August of 2002. The Tennessee Initiative for Gifted Education Reform conducted the survey to gather information in preparation for state policy and legislative initiatives. The Web-based survey resulted in 114 survey responses from individuals working for state departments of education or colleges, K-12 teachers, and members of state advocacy groups. Survey questions were divided into the following categories: management, identification, services, number of children identified, definition of gifted and talented, dual enrollment, state funding, teacher training, education plans, and protections and accountability. Responses to each question are summarized by state with a map illustrating the responses. Comments on individual questions as well as general comments are also included, keyed by state. (DB)

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ED 471 886

NATIONAL SURVEY ON THE STATE GOVERNANCE OF K12 GIFTED AND TALENTED EDUCATION

SUMMARY REPORT

Michael Swanson
Tennessee Initiative for Gifted Education Reform

August 7, 2002
Updated August 15, 2002

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INTRODUCTION

This report is a summary of responses to a national survey on the state-level governance of K12 gifted and talented education in all fifty states. The Tennessee Initiative for Gifted Education Reform (TIGER), a non-profit gifted education advocacy group, conducted the survey between June and August of 2002. The purpose of this survey is to gather basic information in preparation for state policy and legislative initiatives.

The survey questions were divided into the following categories:

Management
Identification
Services
Number of children identified
Definition of gifted and talented
Dual enrollment
State funding
Teacher training
Education plans
Protections and accountability

The survey was posted on the Web and publicized through multiple channels, including electronic mailing lists operated by gifted education advocacy groups and professional education organizations. The survey was also e-mailed to directors of gifted education and college professors who teach gifted education.

TIGER received 114 survey responses. The names of respondents are not published in this summary report. Of the 80 respondents who identified their affiliations, 16 worked for their state departments of education, 13 were affiliated with a college, 11 were K12 teachers, and 40 were members of state advocacy groups. Only Delaware did not return a survey; basic information about Delaware was collected by phone.

Numerical and Yes/No responses are summarized in tables and in map form. When responses from the same state were inconsistent, the response is recorded as a "mixed" result. Open-ended responses (comments) are grouped by topic and sorted by state. Spelling and grammatical errors in open-ended responses are left uncorrected. Respondents were not required to answer all questions in the survey.

Some abbreviations used in this survey are:

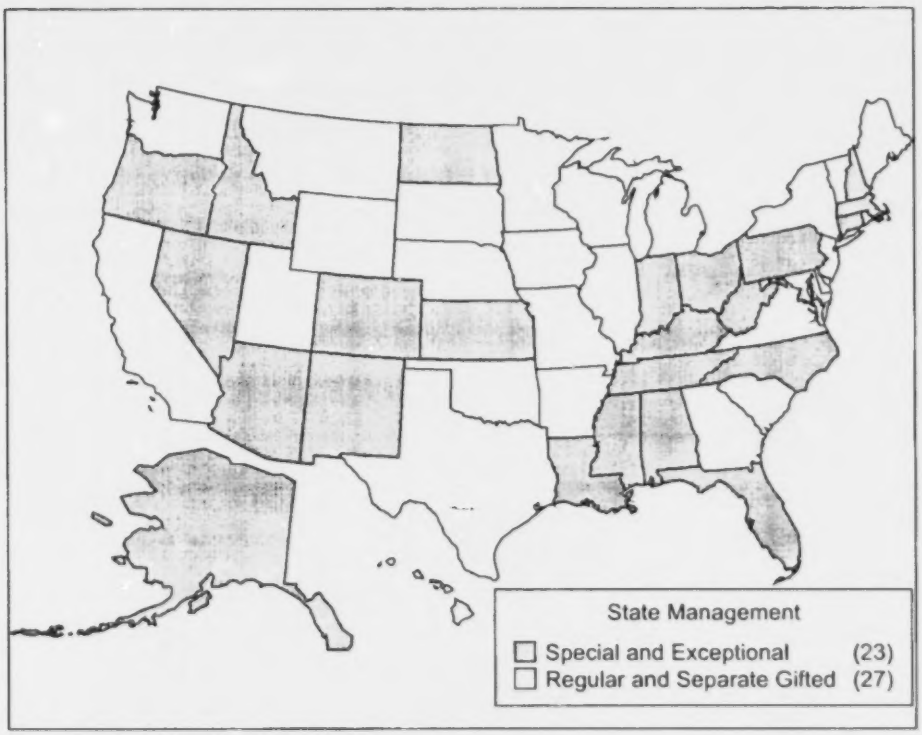
GAT – Gifted and Talented
ADA – Average Daily Attendance
IEP – Individualized Education Program
SDE – State Department of Education
LEA – Local Education Administration

If you have any questions, corrections, or comments, please send them to survey2002@giftedtn.org. The TIGER website URL is www.giftedtn.org/tiger. TIGER wishes to thank everyone who took the time to answer the survey questions.

REVISION HISTORY

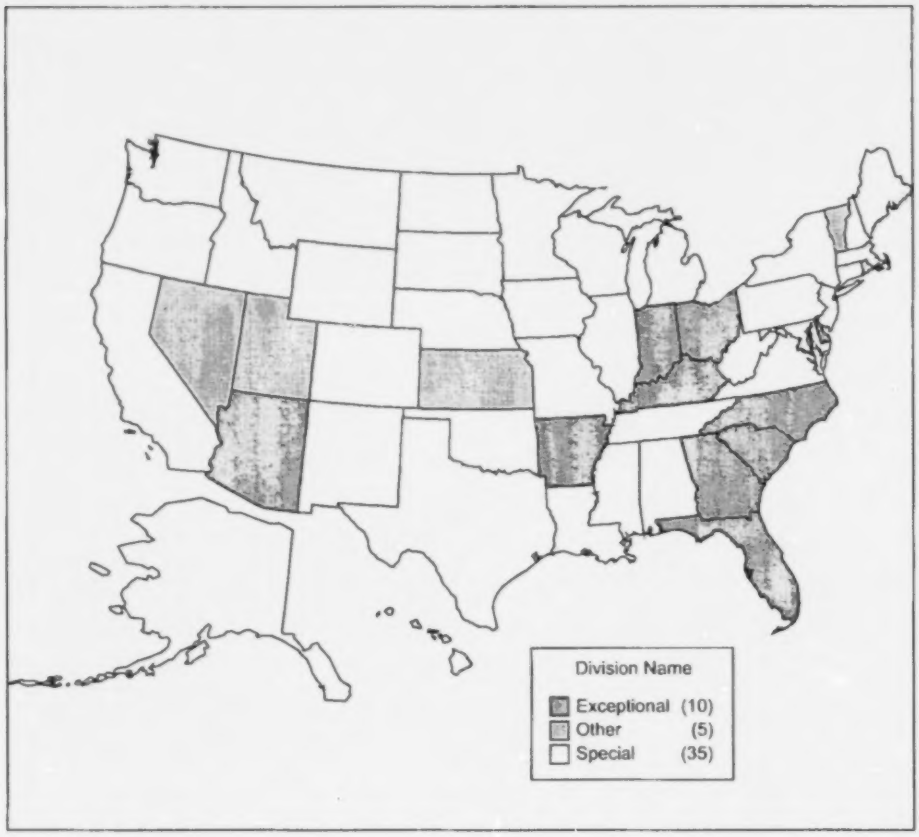
August 15, 2002: Corrected WV comments and endorsement hours
August 10-14, 2002: Added K12 teacher count, added missing SC comment in funding section; fixed truncated CO comment in accountability section, fixed TX comment in general comments, Formatted monetary values, added FL comments on management and definition, Corrected MA funding amounts and added comment.
August 7, 2002: Document released on Web
July 26, 2002: Rough draft discussed at TIGER/TAG-TENN meeting

WHICH SDE DIVISION MANAGES GIFTED EDUCATION?



AK Special or Exceptional
AL Special or Exceptional
AR Regular or Gifted
AZ Special or Exceptional
CA Regular or Gifted
CO Special or Exceptional
CT Special or Exceptional
DE Regular or Gifted
FL Special or Exceptional
GA Regular or Gifted
HI Regular or Gifted
IA Regular or Gifted
ID Special or Exceptional
IL Regular or Gifted
IN Special or Exceptional
KS Special or Exceptional
KY Special or Exceptional
LA Special or Exceptional
MA Special or Exceptional
MD Regular or Gifted
ME Regular or Gifted
MI Regular or Gifted
MN Regular or Gifted
MO Regular or Gifted
MS Special or Exceptional
MT Regular or Gifted
NC Special or Exceptional
ND Special or Exceptional
NE Regular or Gifted
NH Special or Exceptional
NJ Regular or Gifted
NM Special or Exceptional
NV Special or Exceptional
NY Regular or Gifted
OH Special or Exceptional
OK Regular or Gifted
OR Special or Exceptional
PA Special or Exceptional
RI Regular or Gifted
SC Regular or Gifted
SD Regular or Gifted
TN Special or Exceptional
TX Regular or Gifted
UT Regular or Gifted
VA Regular or Gifted
VT Regular or Gifted
WA Regular or Gifted
WI Regular or Gifted
WV Special or Exceptional
WY Regular or Gifted

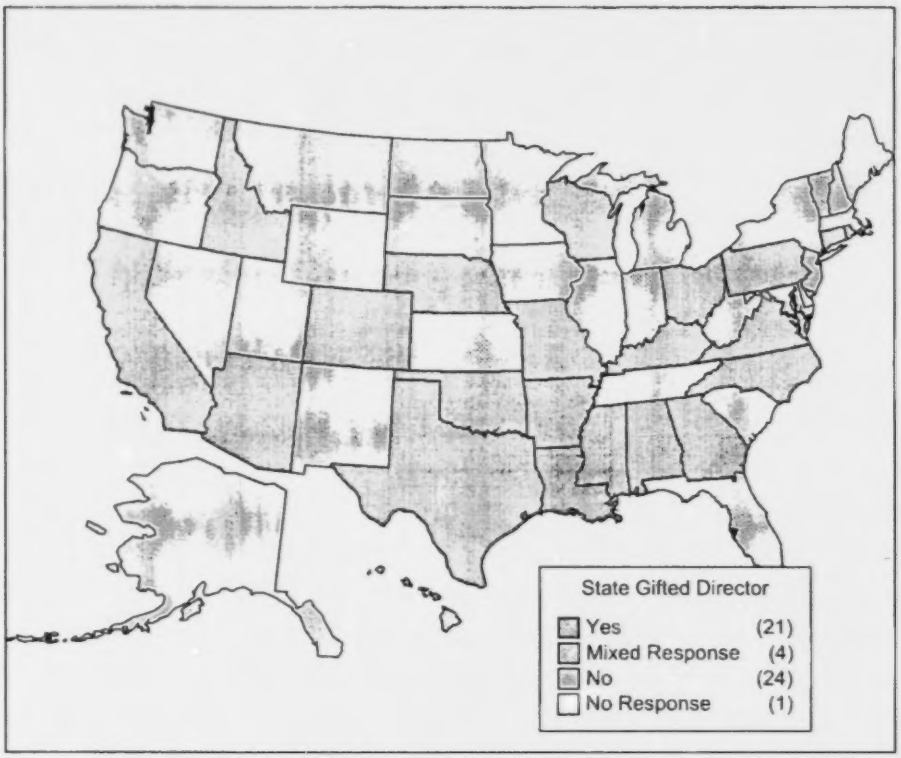
WHICH SDES HAVE AN EXCEPTIONAL STUDENT EDUCATION DIVISION?



AK	Special	LA	Special	OH	Exceptional
AL	Special	MA	Special	OK	Special
AR	Exceptional	MD	Special	OR	Special
AZ	Exceptional	ME	Special	PA	Special
CA	Special	MI	Special	RI	Other
CO	Special	MN	Special	SC	Exceptional
CT	Special	MO	Special	SD	Special
DE	Exceptional	MS	Special	TN	Special
FL	Exceptional	MT	Special	TX	Special
GA	Exceptional	NC	Exceptional	UT	Other
HI	Special	ND	Special	VA	Special
IA	Special	NE	Special	VT	Other
ID	Special	NH	Special	WA	Special
IL	Special	NJ	Special	WI	Special
IN	Exceptional	NM	Special	WV	Special
KS	Other	NV	Other	WY	Special
KY	Exceptional	NY	Special		

Note: This question was not on the survey. Information gathered during research process.

WHICH STATES HAVE A FULL-TIME GIFTED EDUCATION DIRECTOR?



AK	No	LA	Yes	OH	Yes
AL	Yes	MA	No	OK	Yes
AR	Yes	MD	No	OR	No
AZ	Yes	ME	No	PA	Yes
CA	Yes	MI	No	RI	No
CO	Yes	MN	No	SC	No
CT	Yes	MO	Yes	SD	No
DE	No Response	MS	Yes	TN	No
FL	Mixed Response	MT	No	TX	Yes
GA	Yes	NC	Yes	UT	No
HI	Yes	ND	No	VA	Yes
IA	No	NE	Yes	VT	Mixed Response
ID	Yes	NH	No	WA	No
IL	No	NJ	No	WI	Yes
IN	Mixed Response	NM	No	WV	No
KS	Mixed Response	NV	No	WY	No
KY	Yes	NY	No		

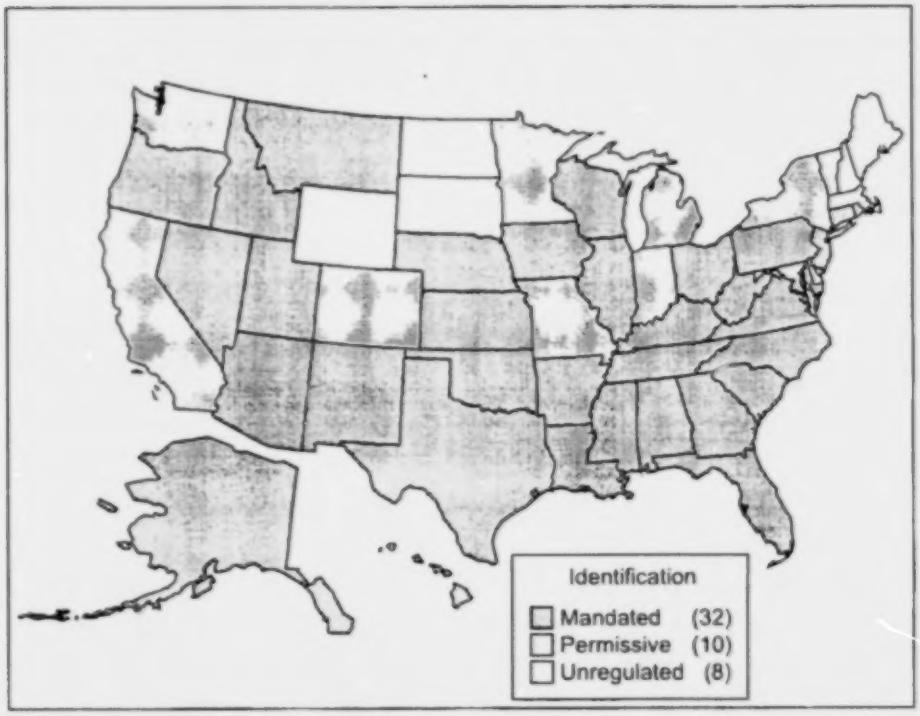
COMMENTS: STATE MANAGEMENT

Which SDE division manages gifted education?
Which states have a full-time gifted education director?

1. AK http://www.eed.state.ak.us/tls/sped/ Pretty much no Gifted information as Legislation separated IDEA and TAG kids in 2001. This is all IDEA and there is no TAG site I could find
2. AL There are 2 full-time specialists who are assigned to gifted education but not at the Director level.
3. CA www.scusd.edu/GATE
4. CO Exceptional Children's Educational Act (C.R.S. 22-20-101 et seq.), adopted 8-12-76, last amended May, 1994; and Rules for the Administration of the Exceptional Children's Educational Act, Gifted Student Programs (1 CCR 301-8, section 2220-R-8.00 et seq.), last amended June, 1993. Defines gifted children as a category of "exceptional children"
5. CO In Colorado, several districts are integrating gifted education departments into their special education or interventions unit. This collaboration is a good move for programming and support.
6. CT G/T coordinator is bureaucratically located under the Curriculum office (http://www.state.ct.us/sde/dtl/curriculum/currgift.htm); however, state law organizes G/T status under special education (C.G.S. Sec. 10-76a).
7. Florida does have a full time gifted ed director. This person is the Program Specialist for Gifted at the Dept. of Education.
8. GA http://www.doe.k12.ga.us/sla/gifted/faq.html
9. IA half time director
10. IA http://itag.home.att.net/
11. ID Idaho State Department of Education (Gifted and Talented homepage) can be accessed at: http://www.sde.state.id.us/GiftedTalented. Many of these questions are addressed under the category entitled "Mandate".
12. IL Gifted is minor in importance
13. IN In the 2002 Indiana Legislative Session, Senate Bill 292 passed both houses and was signed by the governor. The law becomes effective July 1, 2002. The full text is available at www.in.gov ; select Indiana General Assembly; select Bills and Resolutions; enter the number 292. Highlights include:.The term "exceptional learner" includes students of high ability. . It requires the govenor's Education Roundtable to include a representative for high ability students. . It expands the approved use of already existing G/T resources to include support for educators taking courses that lead to licensure in G/T education. . It states that School Improvement Plans for individual schools must address the learning needs of all students, including exceptional learners. . Ir requires schools to review programs to determine if practices of using test scores, ability goruping, or placing students into educaitonal tracks have the effect of separating students by race, color, creed, national origin, or socio-economic class.
14. KS For information about GT education in Kansas see: www.kgtc.org http://ww2.nekesc.org/ksde/giftedmanual.pdf
15. KS Not having a full time director who is knowledgeable about gifted education and is a supporter continues to be a detriment in our state.
16. KY – www.wku.edu/kage www.kde.state.ky.us
17. KY official contact ccastle@mde.k12.ms.us
18. MA GT ed in MA is under the direction of a person who has it as a 1/5 responsibiliy. Her name is Susan Whelte.
19. MA http://www.doe.mass.edu/sped/links/giftedtalent.html
20. MI There is a GAT coordinator on the State Board
21. MN There is no person or group that manages GT services in Minnesota. There is a GT Development Center, but I can't see that that has made any difference.
22. MO Although we have a separate state entity....each school system tends to lump G&T with special education and the special education director is the supervisor and often, the one who does most of the paperwork.

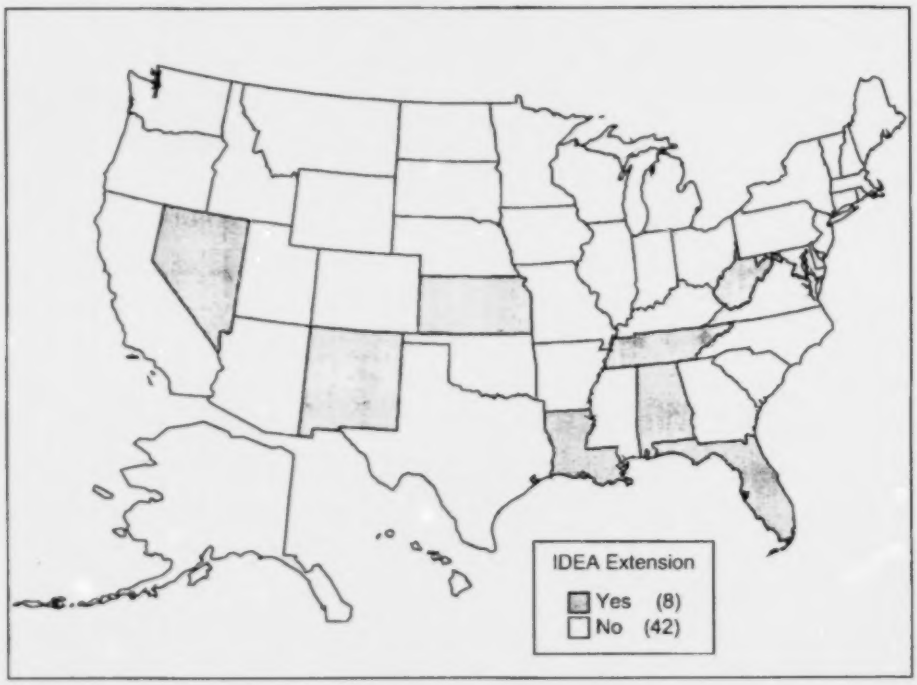
23. MS State gifted is under Curriculum and DeSoto County Schools is under Curriculum Department So, we have a DeSoto County Curriculum Department and a DeSoto County Gifted Education Department which falls under the curriculum department.
24. MT - We used to have a full-time state GAT director, but the position was eliminated. The person who used to fill that position and another lady still cover some of that role, even though they aren't paid for it and even though it is no longer a part of their job description. But they are unable to do as much as they did before.
25. MT There is no full time gifted position, just a liaison. The Office of Public Instruction has suffered grave budget cuts along with the LEAs.
26. MT www.opi.state.mt.us, programs and services, Gifted & Talented
27. NC Our State Consultant for Gifted Education works under the State Director of Exceptional Children.
28. NE Director for High Ability Learners:Mary Duffy, (402) 471-0737, mduffy@nde.state.ne.us High Ability Learner (Gifted) materials at the Nebraska Department of Education: http://www.nde.state.ne.us/HAL/HiAbilityLRN.htmlState regulations: http://www.nde.state.ne.us/LEGAL/RULE3.html Brief description of state legislation regarding gifted, including identification and funding: (Below federal legislation section) http://nebraskagifted.org/legislation.html
29. NH 207.228.215.62/addendum.htm
30. NJ 1/10 time --she's not really a director either
31. NJ administrative code: http://njagc.org/administrative_code.htm
32. NJ NJAGC.org
33. NV www.nevadagt.org
34. NY www.agateny.org
35. OH Two full-time gifted consultants reporting to a special education director. Consultants have no power or clout in the department.
36. OH www.ode.state.oh.us/exceptional_children = state g/t website; www.oagc.com = state g/t organization website. There are some of us in g/t ed in Ohio who feel we should be with general education, rather than gifted education, as there is no mandate to serve, only identify. It seems that when it would actually be to our benefit to be with special ed/exceptional children, we don't get that benefit, but when it is not to our benefit, we are in that category and have to follow those rules, even though we have not funded mandate to serve.
37. OK Our State Director for Gifted Education is Dr. Kristy Ehlers and she would be able to respond very specifically to your questions. Kristy_Ehlers@sde.state.ok.us
38. PA A director is expected to be hired. Meanwhile a person in the Bureau of Curriculum and Academic Services and the Bureau of Special Education together manage gifted education services.
39. TN – no gifted director.
40. TX TEA Advanced Academic Services Division
41. UT Gifted Education is one of 3 or 4 assignments our state director has. That is likely to change this coming year as budget shortfalls have led to cuts in staff. Our specialist will likely receive additional duties.
42. VA www.pen.k12.va.us/VDOE/Instruction/Gifted/gifted.htm
43. VT Currently the gifted consultant is being funded through leftover funds from Goals 2000. Position ends with funding on August 15th of this year.
44. WV part time Coordinator of Gifted Ed. part time Director of Governor's Schools based at the state dept of ed.; Cheryl Keffer ckeffer@access.k12.wv.us

IS IDENTIFICATION MANDATED?



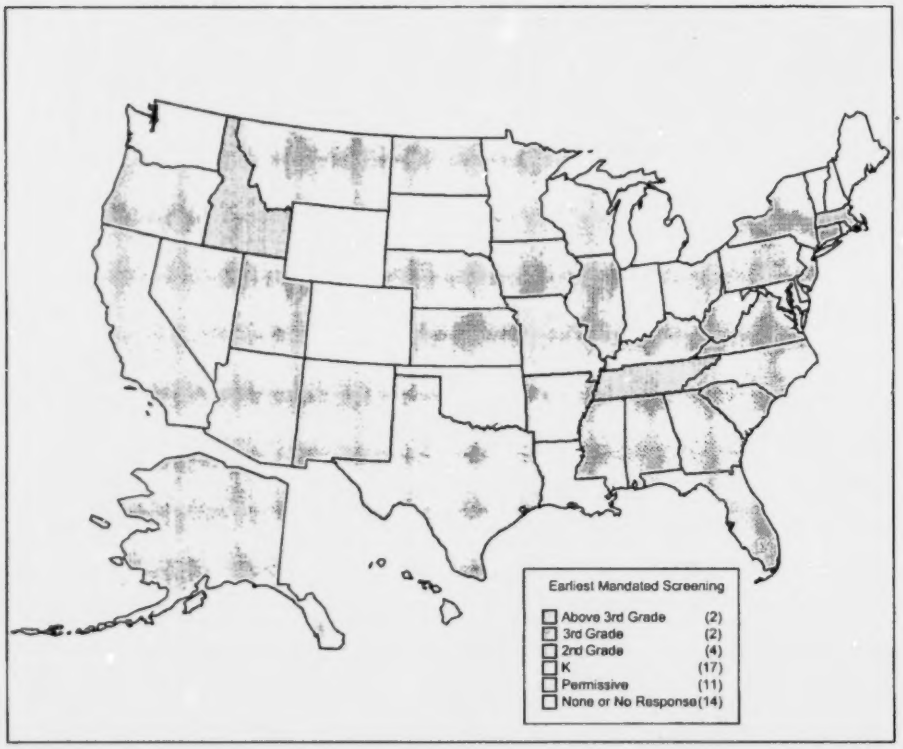
AK	Mandate	LA	Mandate	OH	Mandate
AL	Mandate	MA	Unregulated	OK	Mandate
AR	Mandate	MD	Permissive	OR	Mandate
AZ	Mandate	ME	Unregulated	PA	Mandate
CA	Permissive	MI	Permissive	RI	Unregulated
CO	Permissive	MN	Permissive	SC	Mandate
CT	Mandate	MO	Permissive	SD	Unregulated
DE	Unregulated	MS	Mandate	TN	Mandate
FL	Mandate	MT	Mandate	TX	Mandate
GA	Mandate	NC	Mandate	UT	Mandate
HI	Mandate	ND	Unreguiated	VA	Mandate
IA	Mandate	NE	Mandate	VT	Permissive
ID	Mandate	NH	Unregulated	WA	Permissive
IL	Mandate	NJ	Mandate	WI	Mandate
IN	Permissive	NM	Mandate	WV	Mandate
KS	Mandate	NV	Mandate	WY	Unregulated
KY	Mandate	NY	Permissive		

IS THE IDENTIFICATION OR SERVICES MANDATE AN EXTENSION OF IDEA?



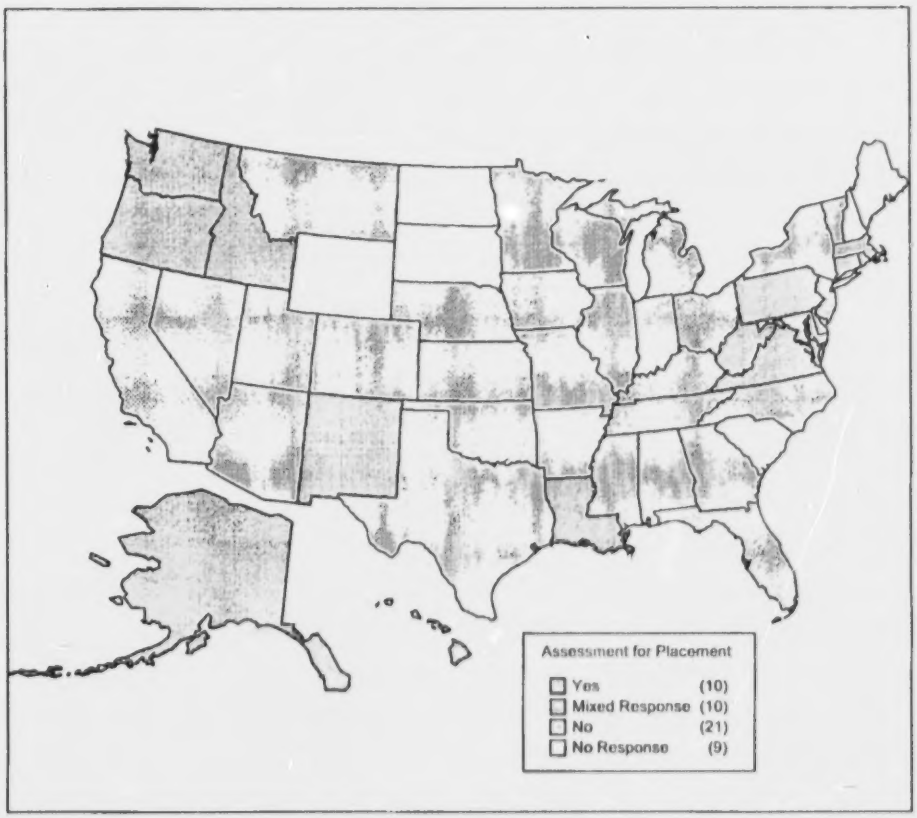
AK		LA	IDEA	OH	
AL	IDEA	MA		OK	
AR		MD		OR	
AZ		ME		PA	
CA		MI		RI	
CO		MN		SC	
CT		MO		SD	
DE		MS		TN	IDEA
FL	IDEA	MT		TX	
GA		NC		UT	
HI		ND		VA	
IA		NE		VT	
ID		NH		WA	
IL		NJ		WI	
IN		NM	IDEA	WV	IDEA
KS	IDEA	NV	IDEA	WY	
KY		NY			

WHAT IS THE EARLIEST GRADE FOR MANDATED SCREENING?



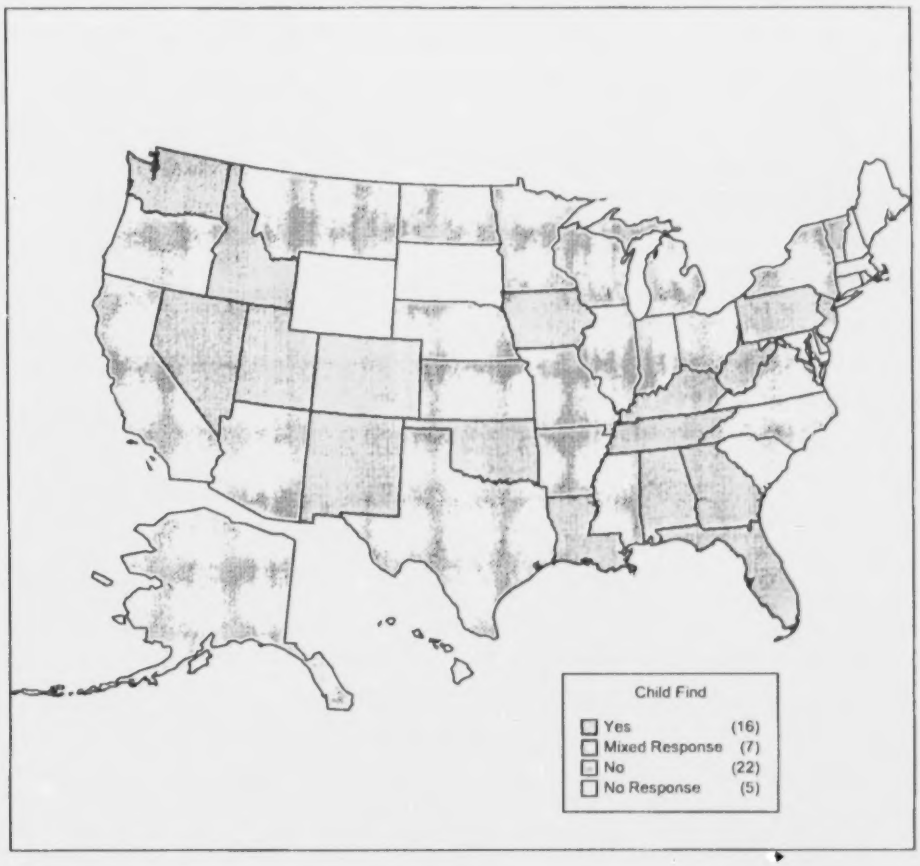
AK	K	LA	No Response	OH	Permissive
AL	2	MA	K	OK	No Response
AR	3	MD	No Response	OR	Permissive
AZ	Permissive	ME	No Response	PA	K
CA	Permissive	MI	No Response	RI	None
CO	No Response	MN	Permissive	SC	2
CT	K	MO	Permissive	SD	No Response
DE	No Response	MS	2	TN	6
FL	K	MT	K	TX	3
GA	2	NC	K	UT	K
HI	K	ND	Permissive	VA	K
IA	K	NE	Permissive	VT	None
ID	5	NH	No Response	WA	No Response
IL	K	NJ	K	WI	Permissive
IN	No Response	NM	Permissive	WV	K
KS	K	NV	Permissive	WY	No Response
KY	K	NY	K		

IS THE GIFTED ASSESSMENT USED TO DETERMINE THE INSTRUCTIONAL LEVEL OF STUDENTS?



AK	Used	LA	Used	OH	Mixed Response
AL	Not Used	MA	Not Used	OK	Not Used
AR	Not Used	MD	No Response	OR	Used
AZ	Not Used	ME	No Response	PA	Used
CA	Mixed Response	MI	Mixed Response	RI	No Response
CO	Not Used	MN	Not Used	SC	No Response
CT	Not Used	MO	Not Used	SD	No Response
DE	No Response	MS	Not Used	TN	Mixed Response
FL	Mixed Response	MT	Mixed Response	TX	Not Used
GA	Not Used	NC	Not Used	UT	Not Used
HI	Used	ND	No Response	VA	Used
IA	Mixed Response	NE	Mixed Response	VT	Not Used
ID	Used	NH	No Response	WA	Used
IL	Not Used	NJ	Not Used	WI	Not Used
IN	Not Used	NM	Used	WV	Used
KS	Mixed Response	NV	Not Used	WY	No Response
KY	Mixed Response	NY	Not Used		

ARE SCHOOL DISTRICTS REQUIRED TO HAVE AN OUTREACH OR GIFTED CHILD FIND PROGRAM?



AK	No	LA	Yes	OH	Mixed Response
AL	Yes	MA	No	OK	Yes
AR	No	MD	No Response	OR	No
AZ	No	ME	No Response	PA	Yes
CA	No	MI	No	RI	No
CO	Yes	MN	No	SC	No
CT	No	MO	No	SD	No Response
DE	No	MS	Mixed Response	TN	Yes
FL	Yes	MT	No	TX	Mixed Response
GA	Yes	NC	Mixed Response	UT	Yes
HI	No	ND	No	VA	Mixed Response
IA	Yes	NE	No	VT	No
ID	Yes	NH	No Response	WA	Yes
IL	No	NJ	Mixed Response	WI	No
IN	No	NM	Yes	WV	Yes
KS	Mixed Response	NV	Yes	WY	No Response
KY	Yes	NY	No		

COMMENTS: IDENTIFICATION

Are school districts required to have an outreach or gifted child find program?
Is the gifted assessment used to determine the instructional level of students?
What is the earliest grade for mandated screening?
Is the identification or services mandate an extension of IDEA?
Is identification mandated?

1. CO Accreditation rules require districts to disaggregate student achievement data and to demonstrate a year's worth of growth. To be in compliance with accreditation, districts need to identify their gifted and talented students.
2. CT Our experience is that this "mandate" is widely unrecognized and/or unpracticed by local school districts, often with the "explanation that "Since we don't have a G/T program, there's no point in identification." State officials excuse the lack of enforcement on the basis of priorities, lack of staff, and desire to have positive relationship with local school boards.
3. KS Assessment of students at placement is SUPPOSED to determine appropriate placement, but the reality is that AGE is still the major philosophy by general educators and administrators. Modifications and accommodations are supposed to happen in the regular classroom, with support from the gifted teacher. Again, lack of training of the general educators is an issue.
4. MA The only way a gifted child can recieve mandated services for giftedness is for that child to also have an exceptionality such as deafness or blindness, or ADD
5. MS Screen 1st - 12, place 2-12. State mandate 2-6. Rest is permessive which is what we do. This is for the intellectually gifted only eventhough we have permissive programming for Creatively Gifted, Academically Gifted (9-12), Artistically Gifted (9-12).
6. NE identification procedures determined by each individual school district
7. NY In NY it is required to screen for giftedness at Kindergarten, but no services are mandated for anyone identified. Gifted Education is not mandated in NYS.
8. OH Up until 1999, the state identified between 200,000 - 225,000 gifted children or about 12 - 13%. The number is unclear as the state information system revision has made it almost impossible for districts to accurately report the numbers of gifted children identified.
9. OH www.ode.state.oh.us www.oagc.com 3rd yr for the mandate - still in process of cleaning it up in many districts. The "headcount" requested by legislators is still way off, but progress is being made. Identification Plan must be approved by the district Bd of Educ and approved by the Ohio Dept of Education according to strict guidelines.

COMMENTS: IDENTIFICATION OF UNDERREPRESENTED AND TWICE EXCEPTIONAL

Describe the special identification provisions for underrepresented and twice exceptional students.

1. AL Underrepresented students must be administered a non-verbal abilities test if they do not qualify using a verbal test.
2. CA Districts which choose to write a grant to receive GATE funds must identify in at least the intellectual area. They must write into their GATE plan how they will seek out and identify underrepresented and twice exceptional GATE students.
3. CA Nagilieri Non-verbal Ability Test, mutiple assessments
4. CO In my district, we use performance assessment (DISCOVER) in the most highly impacted schools. Our districtwide identification procedures include a non-verbal assessment and other indicators that are combined in a body of evidence, or a student profile. We are training special education and regular education staff members to be more aware of twice-exceptional needs and programming options. We house a twice-exceptional classroom in the district.
5. CT none specified
6. GA variety of tests
7. HI Assessments range from standardized testing to student products. Accomodations and special testing (i.e. interpretors for foriegn language speakers, computors with word processing programs

for non-writers, etc.) is arranged for twice exceptional students and non-English speaking gifted and talented students.

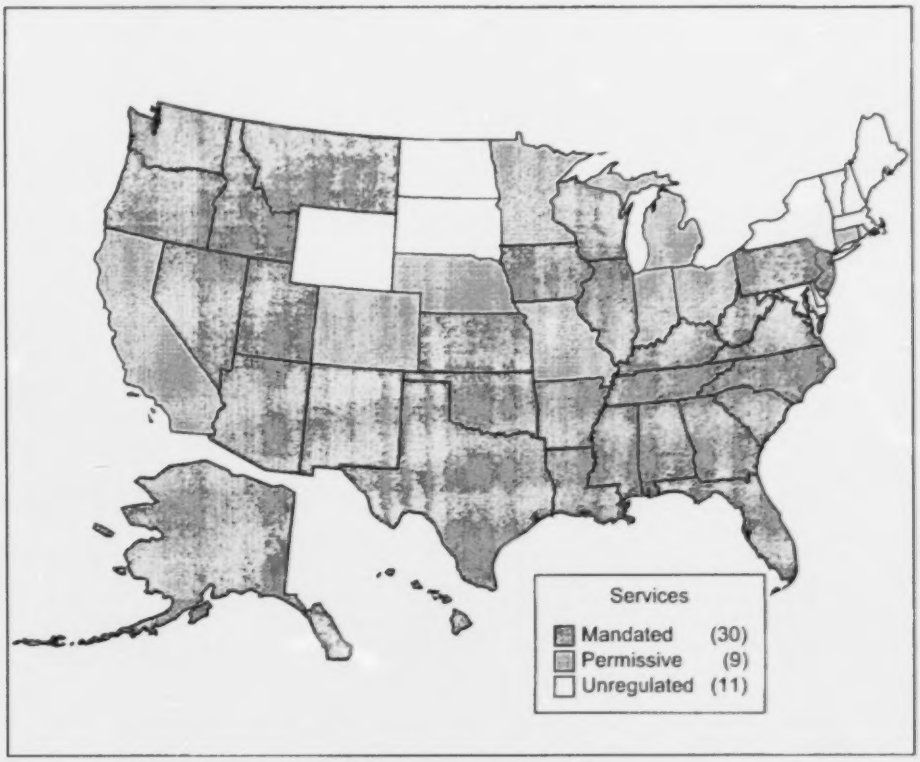
8. IA ELL students have non-verbal identification weighted
9. IA nothing mandated--just that public school districts MUST have K-12 g/t programs
10. IA This varies from school district to school district. Each district is required to use multiple criteria.
11. IN In the 2002 Indiana legislative Session, Senate Bill 292 for high ability students was signed by the governor. An amendment was added to the original bill: It requires schools to review programs [for high ability students] to determine if practices of using test scores, ability grouping, or placing students into educational tracks have the effect of separating students by race, color, creed, national origin, or socio-economic class.
12. KS Flexibility on identification tests used by psychologists. Student portfolio work. Teacher/Parent/Student recommendation for identification
13. KS Not specifically. Only in theory. The practice of identifying twice-exceptional students is not widely pursued, even though it is stated that it should happen. Lack of training of school psychologists in this area is evident.
14. KS The identification process includes this by requiring multiple criteria for identification.
15. KY- Encouraged and promoted
16. KY Special form that must be filled out that gives "points" for id
17. LA I assume this varies by district.
18. MA None. In fact, Massachusetts ignores the gifted part of twice exceptional students.
19. MN None
20. MO Districts may develop alternate identification plans for special populations.
21. MS - Lower IQ required for social/economically disadvantaged Provision for twice exceptional
22. MS Instructional level of student is within state guidelines that incorporates several areas to be addressed during screening for identification purposes. These are listed below. Anyone may refer student to be screened. Gifted chairperson on site has charge of collecting all final data to compile into referral packet. Within screening, current data on site may be used or administered by certified teacher (normally the current certified gifted teacher). Step 1-Must score 90%+ on standarized, within 12 months group achievement test (in reading or language or math) and/or group IQ test (we select group IQ to test students at this point if need be based on their need for verbal or non-verbal or combination group IQ test. Our gifted teachers are trained in this area and if data reflects need for giving group test if one not available then our gifted teachers do so. Step 2-Must score 61 or better in 2 of 3 checklists which are (Characteristics of the Gifted (Creativity Checklist (Leadership Checklist. (All are standarized, Judy Eby-D.O.K Publishers) Step 3-Complete state referral form (1 page) which contains this information plus area provided to describe any disability, special situations, medication, ESL, etc. This school system developed a 1 page Composite Student Profile for each referred child so as to better select individual IQ test for student who met screening requirements. We have held training sessions on all school sites and trained over 1000 teachers on Identifying Minorities stressing ESL, disabilities, shy, eratic behavior, physical/emotional needs, etc. With this training and with training all of our psychometrists who test these students in the summer only, we have made a dramatic impact on the identification of a wide variety of minority groups. Would be happy to talk to anyone about this process. Step 4 - The Gifted Local Survey Committee meet on each school site with the gifted ed teacher head of the committee (usually gifted teacher, principal or assistant principal or guidance counselor or regular teacher. Principal decides. No more than 2 or 3 needed to review referral packet. The committee sees if group IQ/group achievement tests are at 90% or better, that 2 of 3 checklists have 61 or better on them, that a specific person (normally a regular teacher, could be anyone else) has stated why then think they are gifted. If committee decides all steps are met then referral packet sent to a psychometrist who gives individual IQ test based on information on Composite Student Profile. For instance, if a 4th grade student is referred who speaks little English then the psychometrist would select an indiviudal IQ test designed for an ESL student such as a non-verbal IQ test. If a child has M S or is blind or deaf then individual IQ tests must be selected by the psychometrist that are designed for the needs of this child. Psychometrists go to the school site to test the child. The parents bring child to site at a prearranged time. Psychometrists test, write 2 page assessment team report, send referral packet with given IQ test booklet back into centrally located gifted ed department. Then central committee signs off on all

that either did or didnot make 90%+ on individual IQ test. IQ booklets kept at central place and packet sent back to school site gifted ed teacher who gets in touch with parents where she explains out come of assesment and either places child in program or does not. Copy of Assessment Team Report given to parent and one kept at school. I know all of this seems very complicated but it is quite outstanding process based on best practices in gifted education. Our MS state coordinator, Dr. Conrad Castle (1-601-359-2588)served on the original committee that formulated the state guidelines. I would be happy to send you a set of our formal state guidelines if you like

23. MS MDEregulations require that the IQ test administered is the most appropriate one for the individual child, thus we do find these populations. Achievement does not determine eligibility for the gifted program, ability does. We use the Leiter, the Stanford Binet, the Wisc, the UNIT, the KABC, and the Leiter. Often some of the non-verbal tests will identify children for services who do have a language processing problem.
24. NC – varies
25. NC Each LEA umakes the decision about provisions for the identification of underrepresented populations. In my system, we use the NNAT for aptitude and a variety of others for achievement. We administer tests using designated accomodations for the Specifically Learning disabled, ADD, ADHD, and we as for the hearing and visually impaired. We offer alternative tests for all children, especially for those who may be twice exceptional.
26. NC First, it is important to understand that our new legislation is formed with local control in mind. The state dept gives guidelines for identification, but local districts have much latitude in decisions regarding specific instruments. The recommendations from the state are that 1) districts us multiple criteria to identify and 2) that they attempt to find gifted children from all walks of life (consistent with both our state and federal definitions). We also have frequent visits from the Office of Civil Rights, which motivates many to keep traditionally under-representated groups in mind.
27. NE Multiple criteria are supposed to be used to be inclusive rather than exclusive. The State developed publication with information on identification provides some information for these populations only. No specific provisions are made by the state. Enlightened districts are taking this responsibility.
28. NJ None, other than as by IDEA or school administrative law regarding accomodations for exceptional students. Districts vary according to how the child study team interprets those laws.
29. NM We have a list of factors that can be considered. They include cultural background, linguistic background, socioeconomic status, or disability conditions.
30. OH Amemded Substitute House Bill 282, passed in June 1999, governs how we identify gifted students in Ohio. You can access it from either ODE or OAGC websites. We have a list of approved instruments from which we can choose. All is run by tests, not a variety of measures, some tests and some not, as would be best practice.
31. OH districts are required to name the alternative nonverbal test chosen from a list of state approved assessments that they would administer to ESL,LD, or low socio-economic students
32. OH Districts must use instruments appropriate for twice exceptional and underrepresented populations. To date, their have been no audits in this regard, so districts may or may not comply with this provision.
33. PA For dually diagnosed (twice-exceptional)the gifted needs are addressed as part of the needs as a student with disabilities. As part of the identification process multiple criteria may be considered. One of the criteria includes "documented, observed, validated or assessed evidence that intervening factors such as English as a second language, learning disability, physical impairment, emotional disability, gender or race bias, or socio/cultural deprivation are masking gifted abilities.
34. SD Use of alternative assessment developed by the state
35. TX Assessment is given in Spanish (Aprenda)
36. TX Spanish testing and use of Rubric helps in identification of Spanish-speakers. TX The student assistance committee makes recommendations about testing students that are underrepresented and twice exceptional. Look at intellectually gifted and creative or artistic ability
37. TX We follow individual Education Plans (IEP's), look for other forms of subjective data than those that require only reading, writing, or speaking. All tests and screening materials are in Spanish and English.
38. UT Instruments are to be unbiased culturally

39. VA Divisions must demonstrate that they have a process for reaching typically underserved students
40. VA Not strong pieces of our district's identification process. Test scores dominate.
41. WI Nageleri Screen
42. WV- State Policy 2419 has an historically under-represented gifted students clause, just added last year. Policy can be viewed at http://wvde.state.wv.us/policies/p2419
43. WV Our policy defines historically under-represented as "those whose giftedness may not be apparent due to low socioeconomic status, a disability in accordance with this policy, or a background that is linguistically or culturally different".

ARE GAT ACCOMMODATIONS OR SERVICES MANDATED?



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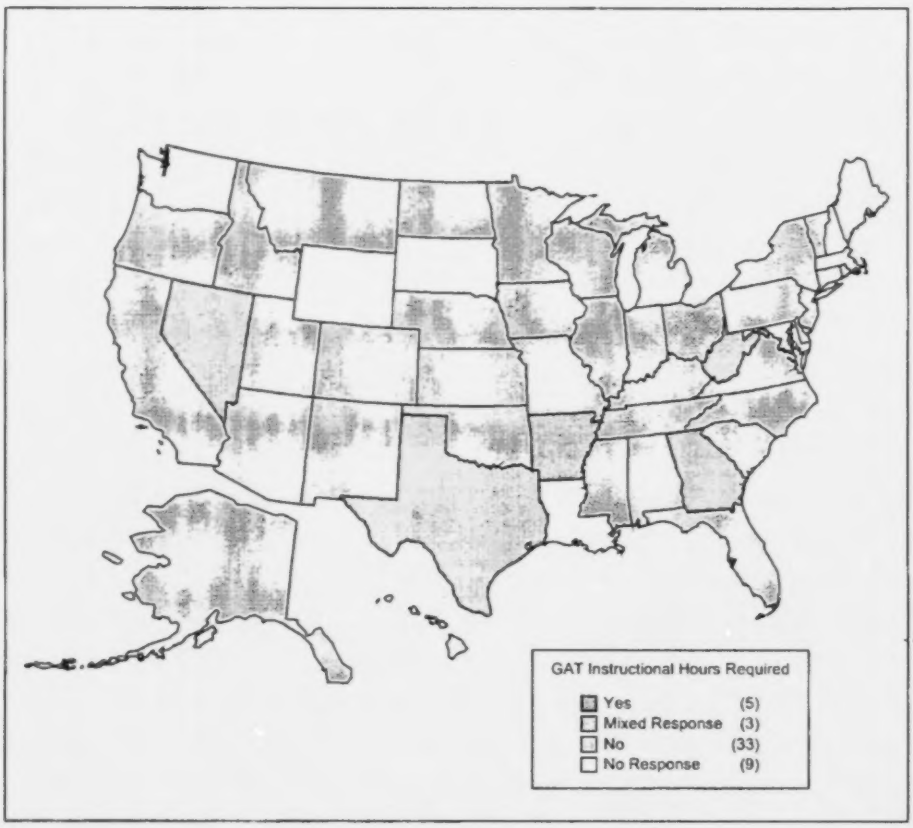
AL	Mandated	MA	Unregulated	OK	Mandated
AR	Mandated	MD	Unregulated	OR	Mandated
AZ	Mandated	ME	Unregulated	PA	Mandated
CA	Permissive	MI	Permissive	RI	Unregulated
CO	Permissive	MN	Permissive	SC	Mandated
CT	Permissive	MO	Permissive	SD	Unregulated
DE	Unregulated	MS	Mandated	TN	Mandated
FL	Mandated	MT	Mandated	TX	Mandated
GA	Mandated	NC	Mandated	UT	Mandated
HI	Mandated	ND	Unregulated	VA	Mandated
IA	Mandated	NE	Permissive	VT	Unregulated
ID	Mandated	NH	Unregulated	WA	Mandated
IL	Mandated	NJ	Mandated	WI	Mandated
IN	Permissive	NM	Mandated	WV	Mandated
KS	Mandated	NV	Mandated	WY	Unregulated
KY	Mandated	NY	Unregulated		

ARE GAT INSTRUCTION HOURS REQUIRED OUTSIDE THE REGULAR PROGRAM?



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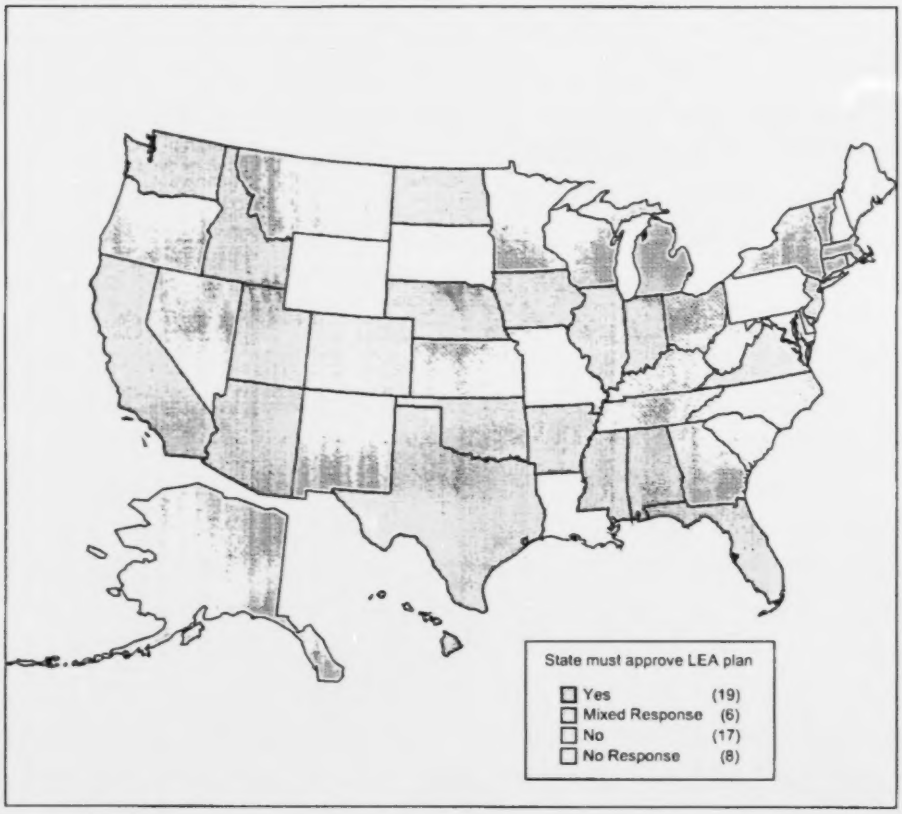
AR	Yes	MD	No Response	OR	No
AZ	No	ME	No Response	PA	No
CA	No	MI	No	RI	No
CO	No	MN	No	SC	No
CT	No	MO	Mixed Response	SD	No Response
DE	No Response	MS	Mixed Response	TN	No
FL	No	MT	No	TX	Yes
GA	Yes	NC	No	UT	No
HI	No	ND	No	VA	No
IA	No	NE	No	VT	No
ID	No	NH	No Response	WA	No Response
IL	No	NJ	No	WI	No
IN	No	NM	No	WV	Yes
KS	No	NV	Yes	WY	No Response
KY	No	NY	No		

ARE SCHOOL DISTRICTS REQUIRED TO HAVE GIFTED EDUCATION PROGRAM PLANS APPROVED BY THE STATE?



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AL	Yes	MA	No	OK	Yes
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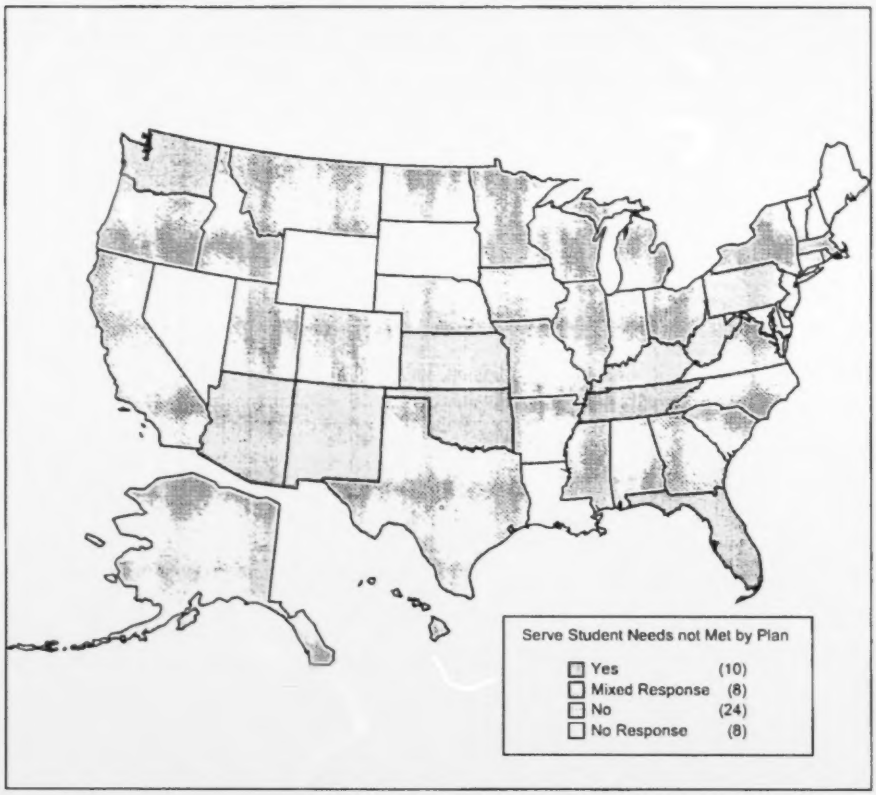
AZ	Yes	ME	No Response	PA	No Response
CA	Yes	MI	No	RI	No
CO	Yes	MN	No	SC	No
CT	No	MO	Mixed Response	SD	No Response
DE	No Response	MS	Yes	TN	Mixed Response
FL	Yes	MT	No	TX	Yes
GA	No	NC	Mixed Response	UT	Yes
HI	Yes	ND	Yes	VA	Yes
IA	Yes	NE	Yes	VT	No
ID	Yes	NH	No Response	WA	Yes
IL	Yes	NJ	No	WI	No
IN	Yes	NM	No	WV	No
KS	Mixed Response	NV	No	WY	No Response
KY	Mixed Response	NY	No		

ARE SCHOOL DISTRICTS REQUIRED TO MEET THE NEEDS OF GIFTED STUDENTS WHOSE NEEDS CANNOT BE MET IN THE DISTRICT'S EXISTING OR APPROVED GIFTED PROGRAM?



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AZ	Yes	ME	No Response	PA	Yes
CA	Mixed Response	MI	No	RI	No
CO	No	MN	No	SC	No
CT	No	MO	No	SD	No Response
DE	No Response	MS	No	TN	Yes
FL	Yes	MT	Mixed Response	TX	Mixed Response
GA	Mixed Response	NC	Mixed Response	UT	No
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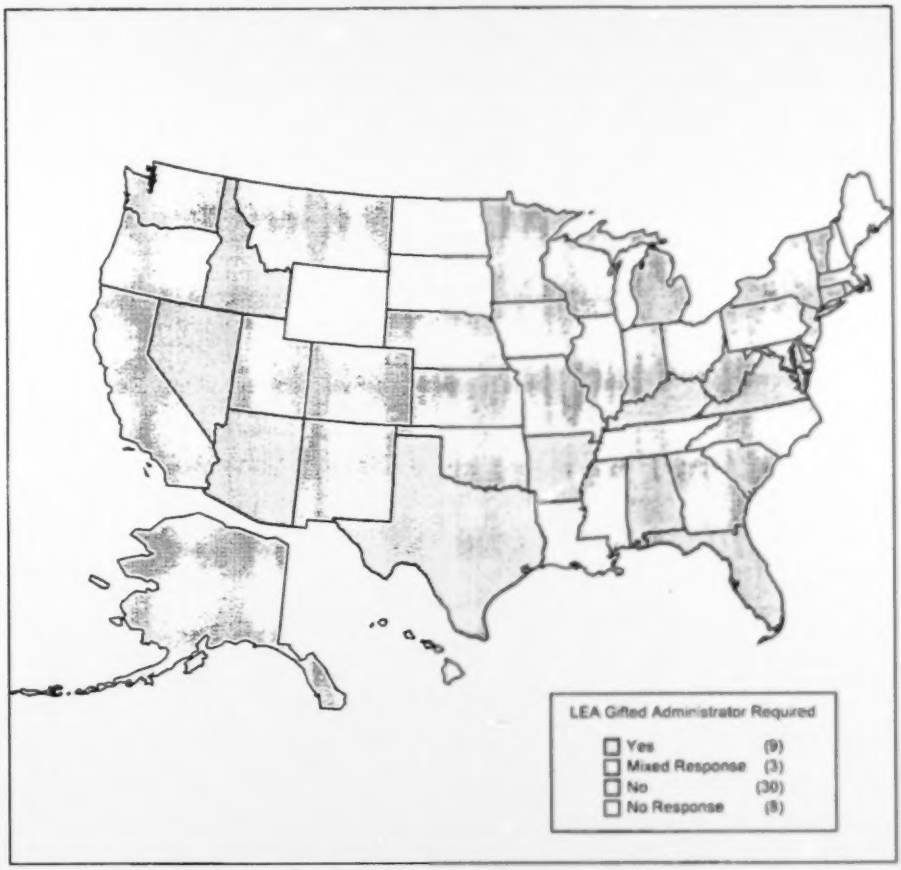
IA	Mixed Response	NE	No	VT	No
ID	No	NH	No Response	WA	Yes
IL	No	NJ	No	WI	No
IN	No	NM	Yes	WV	Yes
KS	Yes	NV	No Response	WY	No Response
KY	Yes	NY	No		

ARE SCHOOL DISTRICTS REQUIRED TO HAVE A GIFTED EDUCATION ADMINISTRATOR?



AK	No	LA	No Response	OH	Mixed Response
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AZ	Yes	ME	No Response	PA	No
CA	No	MI	No	RI	No Response
CO	No	MN	No	SC	No
CT	No	MO	No	SD	No Response
DE	No	MS	Mixed Response	TN	No
FL	Yes	MT	No	TX	Yes
GA	No	NC	No	UT	No
HI	No	ND	No Response	VA	Yes
IA	No	NE	No	VT	No
ID	Yes	NH	No Response	WA	No
IL	No	NJ	No	WI	Mixed Response
IN	No	NM	No	WV	No
KS	No	NV	Yes	WY	No Response
KY	Yes	NY	No		

COMMENTS: SERVICES

Are school districts required to have a gifted education administrator?
Are school districts required to meet the needs of gifted students whose needs cannot be met in the district's existing or approved gifted program?
Are school districts required to have gifted education program plans approved by the state?
Are GAT accommodations or services mandated?

1. AK State law basically says "its up to the districts for programs and funding."
2. AL Services must be comparable in quality and duration to all students in each school system.
3. CT 5) "Children requiring special education" includes any exceptional child who...(B) has extraordinary learning ability or outstanding talent in the creative arts, the development of which requires programs or services beyond those ordinarily provided in the regular school programs but which may be provided through special education as part of the public school program.
4. IN If a local school district applies for a grant, then certain requirements are expected of the district. However, at this time, the grants are not monitored to see that the local school district is actually doing what the grant states.
5. KS Ks. mandated the identication and services for students K12 in 1980, before IDEA. You need a copy of our state handbook for gifted education. EFFECTIVE PRACTICES FOR GIFTED EDUCATION IN KANSAS. Contact Bruce Passman, State Director of Student Support Services. bpassman@ksde.org
6. MO Missouri operates on a grant program for G&T that each school system must apply for each year and go through an approval process...The state MSIP(Missouri School Improvement Program) will deduct points for those school who do not have such a program in place...whether or not it funded through the state grant program.
7. NY while is mandated, this mandate is often ignored as programs/services are not mandated.
8. OH See www.oagc.com for Law and Rule governing identification and service of gifted children.
9. OH Those districts receiving funding through foundation units for thee gifted must have plans for each and must employ teachers with validation/licensure
10. SD GAT instruction hours must occur during the regular school day. There are three approved program models from which schools may select to provide service. The number of instructional hours required vary with the program models.
11. TX Individual Education Plans address services

COMMENTS: SERVICE MODELS

Describe the predominant service models in the state, e.g., consultation with enrichment in the regular classroom, pull-outs, resource rooms, self-contained classrooms, etc.

1. AK Thanks to the regulation change, there is no state service model. Each district can do basically what they want or dont want.
2. AL At Chelsea Middle School in Shelby County, Alabama, gifted services were provided for my son in a 45 minute per day self-contained ENGLISH classroom. Chelsea High School sponsored a once-a-month pullout program to discuss future plans, etc.
3. AL Pull-out for 2-5 hours a week is most common in grades 3-8. K-2 is often served in regular classroom.
4. AR Pull-outs, resource rooms, self-contained classrooms, cluster classrooms
5. AR Several service models exist. Pull-outs, cluster classrooms, self-contained classrooms, and class within a class. Pull-out is probably the most prevalent in the state.
6. AZ About $46 per student. The funding is based on 3% of district student population.
7. AZ The service model is determined at the local level.
8. CA All of the above are required if funding is received but the program is not mandated. California has as many diverse programs as students
9. CA cluster classes, part time grouping, self-contained classes
10. CA Enrichment in the regular classroom through "differentiated curriculum"; pull-out programs

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11. CA Models most often used: Self-contained classrooms (all identified students in a full day program), cluster model (a few GATE students clustered in a regular classroom. Differentiated instruction must be available during the regular school dyaay.
12. CO Differentiation in the regular classroom, Consultation or direct service by in-building g/t resource teachers, District-wide resource teachers consulting with classroom teachers
13. CT pull-out programs, enrichment programs, differentiation in regular classrooms
14. CT Those districts that offer programming generally use Renzulli's (University of Connecticut) schoolwide enrichment model, but seldom get beyond type 1 activities, with occasional resource room programs not linked to general curriculum.
15. GA Predominantly pull-out in elementary, content areas in middle school, and seminars and directed studies in high school (along with honors/AP). There are two elementary schools in my school district (Fulton County) with school-wide enrichment (Mountain Park and Woodland).
16. GA Pull-outs, resource rooms
17. HI In the State of Hawaii each secondary school is given one half-time GT (Gifted and Talented) teaching position. This allows the secondary school to provide a program suited to their GT population, whether it is self-contained classroom,enrichment in the regular classroom setting, or a replacement program. Very few secondary programs are of the resource room or pull-out variety. Elementary schools, with the exception of Honokaa Elementary School on the island of Hawaii, have GT positions awarded through grants and other funding sources. The majority of the programs on this educational level are of the pull-out variety with a few beginning to use the resource room format. Enrollment in these programs are limited in many cases due to the time available for instruction.
18. HI Pull-out
19. IA In the past, elementary schools have used pull out programs with enrichment in the regular classroom. There is more of an emphasis on differentiation and grade/subject acceleration. At the secondary level advanced classes are offered.
20. IA programs depend on the school district--they must currently be part of each district's Comprehensive School Improvement Plan (CSIP) which much be submitted every five years with a review by the state department of education every five years; each district must submit annual improvement goals and demonstrate how those goals have or have not been met the following year;
21. IA We use pull-out in grades 2-4, resource room model in grades 5-8. Consultation with enrichment for small groups during initial identification process in K-1. Gifted programs are required to be a part of the Comprehensive School Improvement Plan in Iowa, but are not checked for meeting goals, quality of program, etc.
22. ID The service models depend on the level. For example, at the elementary level, pull-out, competitions and inclusion are the norm. At the secondary level, honors classes, AP classes, mentorships, competitions, indpendent studies are the common service options.
23. IN Each local school district can determine its own program. All of the above configurations are used to some degree.
24. IN The most prevalent model has been pullout programs in the area of language arts. However, cluster grouping within the general education classroom seems to be gaining momentum.
25. KS Most are pull-out classes, with consultation, resource rooms, self-contained, etc.
26. KS Most elementary models are considered to be pull out programs with some of all other models used. Secondary consists mostly of an elective class or pull out with some being honors type or AP classes.
27. KS See Effective Practices manual
28. KY- Gifed regualtion contains a list of possible services as a guideline. Districts are to provide multiple services. The services used in a district depend on the district's resources and knowledge of g/t students' needs.
29. KY official contact cgarr@kde.state.ky.us
30. LA My understanding is that the predominant model at the elementary level is enrichment (probably pull-out in most cases); at the secondary level, some have enrichment but most probably offer gifted subject-area courses (gifted math, etc.).
31. MA The models which do exist are a combination of resource room and enrichment in regular classroom. Most school systems claim that services are being provided by regular teachers in self-contained classrooms at the elementary and middle school level. My experience as a professional

development provider tells me that most classroom teachers are ill prepared for this role. Our state claims that AP classes fill the need at the high school level. There are no guidance services for gifted kids at any level.

32. MA They push you out and you homeschool.
33. MI enrichment in the regular classroom, but this is optional
34. MI in-class differentiation, pull-out, AP/IB/Honors, self contained classes or centers
35. MI Pull-out programs and extra-curricular activities are used primarily with some enrichment in the regular classroom (clustering) used in some areas.
36. MI School districts must designate someone to oversee gifted education since they have to have a name on the grant they fill out, but frequently that person does other things and has a different title. Many programs are pull-outs, but there is some differentiation and in-class enrichment or acceleration. Most school districts identify students through testing for IQ or achievement, but some have other qualities such as creativity or leadership. My research paper I am doing is on blending gifted ed. and general ed. by using a consultation model.
37. MN Each district can do what they wish with GT students. Because of recent budget shortfalls, GT programs have been slashed from budgets across the state, particularly in rural areas.
38. MN pull-out, send-out in elementary enrichment by content area in middle level enrichment by content area in high school
39. MN Local school districts choose and use a wide variety of service models, depending on their finances and staffing.
40. MO My observation is that elementary students are most often served in a pullout setting. Secondary level students often select G/T class as an elective.
41. MO Every school district has the opportunity to determine what services best meets their needs. We use a pull-out program where I teach.
42. MO In order to receive funding for services, students must be pulled out of the regular classroom for a minimum of 150 minutes per week. A limited amount of "push-in" to the regular classroom may also be provided. At upper grade levels, a special class that meets daily often replaces the pull-out model. In grades 9-12 a resource teacher may provide services to students and teachers without a regularly-scheduled class.
43. MO Predominate service model is one day per week pull-out for K-8, with resource rooms for
44. MS Enrichment pull-out program. Law requires it to be in addition to and different fromt he regular program of instruction. Regulations require a minimum of 5 hours per week service in an environment different from the regular classroom.
45. MS In our state guidelines it mandates that 5 areas of the curriculum be taught: Thinking Skills, Creativity, Leadership/Group Dynamics, Communication and Research. If you have a written curriculum that addresses these areas then YOU DO NOT HAVE TO WRITE AN IEP. IEP's are written to address the disability not the ability. No SPED IEP contains any thing having to do with the gifted due to that reason. We have developed a written curriculum based on the above five areas which you will notice correlates with the multifaceted identification process. They overlap. All of our certified (state requires minimum of 6 hours plus standard certificate) teachers have been trained in the use of this curriculum which addresses how teachers teach and how student learn, it does not address academic information except as a byproduct of the written curriculum. The curriculum is so broad that individual students needs are met on a systematic basis but there are 5 areas that we want all to learn as listed above. The federal government does not provide monies for gifted education, Mississippi hires a state director and school systems that can do also but where a school system is too small then a current gifted ed teacher from the school system provides leadership. Dr. Castle conducts workshops for all beginning gifted ed teachers at the beginning of the year in Jackson and here in DeSoto County we do the same, publish our own process for schools and make sure it is implemented following state guidelines. All very involved but outstanding! If your curriculum reflects best practices in gifted ed research then how could you possibly not meet the needs of students and who determines the needs of the gifted except the gifted themselves through their own needs? The predominant service model is that every identified gifted education student must have a minimum of 5 hours per week. Here in our system, the largest in the state, most of our elementary schools have an all day pull out program where up to 14 students go to the gifted teacher for a minimum of 5 hours. For instance, on Mondays the gifted teacher might pull 10 third graders to come to her room for the day. Students would get their homework from a buddy or the teacher would provide copies of their daily lesson plans for

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the gifted education teacher. Some schools like to have one set of students on Monday a.m. and the same set on Wed. p.m to make a total of 5 hours or more. This is up to the individual school. The gifted ed class is just as important as an Algebra class. Remember that the child is already at the potential of being at the 90%+ in achievement so it is not like they were at the lowest quartile. However, sometimes a child will make inappropriate grades and at that time the gifted teacher along with regular and parents meet to determine what needs to be done. The program cannot be used as a punishment or a reward and must not be discriminated against. The state will provide a teacher unit to the school system for every maximum of 40 identified students or to start a program a minimum of 20. No other funds are provided to the gifted program except that which comes normally to all other teachers per teacher unit. Most of our classes have many fund raisers, all school cooperate in helping do this. We have no self-contained class, every gifted ed teacher has a regular classroom with materials designed to meet the needs of the gifted.

46. MS Pull-outs, resource room, electives at 7th 8th grade.
47. MT Many programs were pull-out, but MT is going to more in-class services by the regular classroom teacher as budgeting cuts are causing many districts to lose their well defined programs.
48. MT Service models vary greatly depending on district/school size and commitment to gifted education. Some enrich within the regular classroom, some pull-out, some have resource rooms, very few (if any) have self-contained rooms, some provide a combination of many services. The district GT plans only have to be approved by the state if we apply for the state GT funds. Our mandate is to identify and provide services, but how each district does that is up to each individual district.
49. MT With budget cuts, model is moving from GAT specialist-led programs to modification of classroom instruction by classroom teacher.
50. NC Again, with 'local control' and 'continuum of services' guiding the philosophy of the program, you could find almost every service model available in place in the state. I would say that we are as interested in experimenting with consultation models as others are, but the models are also frequently used.
51. NC all of these to varing degrees
52. NC They are all different as each local district writes their own identification and service plan.
53. NC They run the gamut. Many districts are going with the gifted intervention specialist model, where the g/t person consults with reg ed tchrs to provide services. Some use pull-out, some use self-contained classroom, some use various combinations. Many districts are trying to implement a continuum of services, but it is difficult, as funds and personnel are limited, and much must be done with local funds.
54. NC We must meet the needs of all gifted students. Some LEAs have developed special programs and opportunities for the highly gifted, while others create an Individual Differentiated Education Plan for those students who are highly gifted. Predominate Service: regular classroom by teacher Licensed in Gifted Education; consultation in the regular classroom, pull-outs for formal instruction and/or enrichment, resource rooms, and self-contained.
55. ND Levels of services - inclusive approach (based on Dr. Donald Treffinger model. Continuum of services.
56. NE Enrichment in the regular classroom" predominates in most of the rural parts of the state, although a few small schools may do some content acceleration. Frequently this is no consultation with anyone, and even those schools with gifted "consultants" may have grandfathered someone into the job without any or very minimal training. Small districts may have gifted programs of some sort but the teacher often is under-trained if trained at all. The few large cities and towns usually have coordinated programs consisting of various mixes of the above examples. I cannot say what method predominates. While Rule 3 provides for accountability and withdrawal of district accreditation, there is no mechanism in place to make the districts live up to there grant provisions for LB 1229 funding, much less mandated identification with no beginning age for the process. This dismal picture is improving with more teachers gaining certification, but it will take time and money that won't be available during budget crises. The Director for High Ability Learners and I would like to introduce required competencies at the state level, but the current economic climate makes that impossible. Mandated certification of teachers is also a major need, but not economically feasible as yet.
57. NJ - Most have gone to differentiation in the regular classroom. There are some pull out programs available. A few larger districts have centralized, self contained gifted programs.

58. NM All of those listed above exist to some degree in the districts. Each district is allowed to provide service to gifted students in the setting they determine is best for the student at the time of the IEP.
59. NV pull-out resource rooms
60. NY for those who provide the services, often it is a pull out program, very rarely self contained classrooms
61. NY pull out , fulltime, reg. clsrm.
62. NY Tendency is toward inclusive classrooms. No predominant model where programs exist.
63. NY They vary considerably through all of the above options. Several cities have magnet high schools and AP and/or IB courses.
64. OH A variety of the above mentioned. Pull-outs are becoming less prevalent. State funded units exist in which the curriculum must be tied to the curriculum, but include problem solving, critical thinking and other traditional pieces of gifted education. Parallel Curriculum model is the up and coming way to go.
65. OH Service models are not tracked in Ohio. The last research report indicated that that pull-outs adn resource rooms were the predominant model, however, since 1999 there has been a strong movement toward the consultation model. Districts had to submit identification plan to the state department for approval, but not a service plan as service is not mandated.
66. OR Regular classroom teacher is the primary service deliverer. A few districts around the state offer a one-day pullout program, and that is about all there is.
67. PA School districts must file stategic plans that include how gifted eduction is conducted in the district. The plans do not have a formal approval process. School districts are to provide a continuum of options for gifted education, including acceleration, enrichment, or both as appropriate and students are to receive services according to their intellectual and academic abilities and needs. Gifted education is to be based on unique needs of the student, not solely on the student's classification. Enrichment, resource room, and pull-out continue to be favored service models in many districts.
68. SD Pull-out resource room (primarily in elementary grades) Special Class (upper elementary, middle and high with a focus on an specific academic area) Special School (a school within a school model)
69. TX Inclusion in the regular classroom in our district. Other districts have magnet schools, or magnets within schools. The models of service vary as much as the kids.
70. UT Differentiation in the Regular Classroom, Cluster grouping, Pull outs, Magnet Schools
71. VA Pullout resource model is used for fourth and fifth graders identified for the program. They meet once a week with the G/T resource teacher for 4 hours (average). Program has a low priority status within the district, loose requirements for teachers, minimum expectations for curriculum, etc. etc.
72. VT Consultation with enrichment and some pull-out in about 25% of elementary schools, only 1 or 2 high schools.
73. WI Differentiation within the regular classroom, pull-out opportunities, subject-grade accelerations
74. WV predominant model is pull-out programs ; Wv regarding above question, districts are required to have a special education director who is over gifted ed

COMMENTS: SERVICES FOR UNDERREPRESENTED AND TWICE EXCEPTIONAL

Describe the special service provisions for underrepresented and twice exceptional students.

1. CT Prevailing bureaucratic attitude is that identification will favor wealthier, "whiter" school districts and that economically disadvantaged or ethnic minorities can't meet objective criteria for G/T programs.
2. HI 504 special accomodations as stated in the Felix/Waihe'e law. Special services are provided on a case by case basis for twice exceptional students. The majority of the population in the State of Hawaii gifted and talented programs are students who would be considered underrepresented in other states. The only other special provision made for an underrepresented group is the Gifted and Talented Program sponsored by the University of Hawaii for Native Hawaiian GT students.

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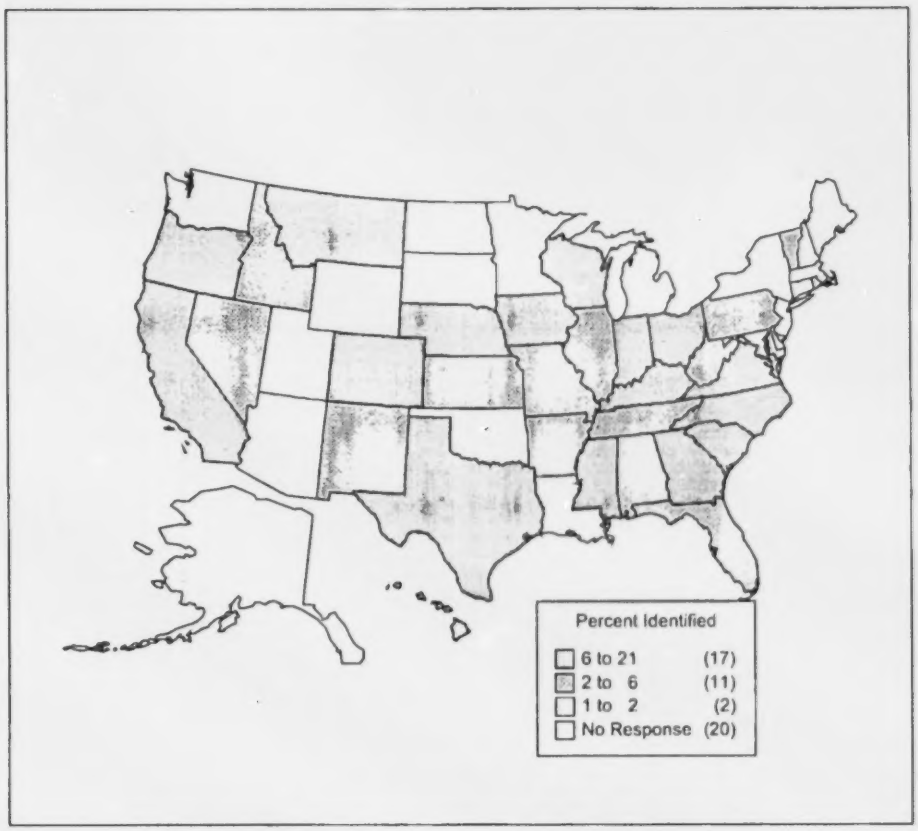
3. IA Combined special ed. Individualized Education Plan and gifted ed. Personalized Education Plan used for servicing twice exceptional
4. IA This varies according to individual school districts. Des Moines Public Schools has an initiative underway in conjunction with the University of Iowa and another one in conjunction with Iowa State University.
5. IL We have a mandate that is contingent upon funding. Since it is not a fully funded program, many districts do not feel it is a serious mandate.
6. IN If a local school district applies for a G/T grant, then the needs of gifted students whose needs cannot be met in the existing program must be met. New to Indiana. See former references to Senate Bill 292.
7. KS Broad options are available within the state, but generally NOT within a particular district even though each district is encouraged to provide a full continuum of services.
8. KS GT kids receive SE services through IEP if need demonstrated.
9. KS No specific number of hours are required for services. Services are supposed to be designed to meet the needs of the individual student. However, due to shortages of funding, most students are placed into existing structures designed to meet the time constraints of gifted teachers, many of whom serve multiple grade levels, buildings and districts.
10. KY - Regulation states that underachievers and minority students are not to be left out.
11. MO A few school districts provide special services for twice-exceptional students (i.e., LD gifted.) In most districts, LD gifted students would be included in the pull-out program with other gifted students.
12. MO Most districts provide interdisciplinary academic classes for students with general academic ability. A few provide single-subject or fine arts classes for gifted learners. Districts vary in the amount of flexibility they allow for acceleration, grade-skipping, etc.
13. MO See the Administrative Manual for State-Assisted Gifted Programs at www.dese.state.mo.us/divimprove/gifted.
14. MS- A variety of screening tests are given such as WISC III, Kaufman, Raven, WRAT, etc.
15. MS For instance, if a child has a learning disability in reading and is found to have a high individual IQ (over 90%) on the assessment given in SPED, then the SPED teacher refers the child for screening for gifted ed. At this point the screening starts as described above and if all areas meet standard then the 90+% on ind. IQ is used as current in the assessment team report. It is important to note that every child must go through screening/referral process from beginning and if standard not met at in each level then cannot go to the next. Even if, in this case, the child had a 70% on group standarized reading test and a 93% on a group IQ test but scores below 61 on all checklists then the referral would stop because you must make 61 or better on at least 2 or the checklists no matter what the ind. IQ is. This is because this identification process is called a MULTIFACETED IDENTIFICATION PROCESS -- YOU CANNOT BYPASS ANY FACET/LEVEL/AREA.
16. MT - none that I'm aware of
17. NC Again, our GUIDELINES mandate a continuum of services, rather than a one-size fits all program. We believe that this supports a diverse range of programming where the needs of non-traditional gifted students are more likely to be met. However, I don't believe (I may be wrong here) that there is language specific to non-traditional gifted. (A note for the approval question...districts are required to submit their plans for review and comment, but not approval. The state does implement a very hands on assessment to ensure that the plan on paper is actually implemented as a part of their review.)
18. NC We have and use interpreters for instruction as well as to provide information to parents. We have materials in some of the children's native languages that we use. We have consultants that help prepare materials for these populations.
19. NE http://www.nde.state.ne.us/HAL/HiAbilityLRN.html for curriculum suggestions. None are required. The level of expectation is not high with regard to enrichment or acceleration.
20. NE If schools apply for and accept state funding, they are to provide matching funds and provide services. What services they provide is up to each district and schools are not required to provide any particular services, or meet the needs of all identified students
21. NE See High Ability Learner (Gifted) materials at the Nebraska Department of Education:
22. NJ the same as for the rest of the exceptional population

23. NM Since we administer gifted programs and services under the provisions of IDEA, an individualized educational plan is developed for each student that qualifies.
24. NY If districts have programs for the gifted, the twice exceptional student needs to be included.
25. OH All schools must select instruemnts and procedures that do not discriminate and have a high likelihood of finding under-represented gifted students.
26. OH Limited funds to serve.
27. OH The law states that there must be equal access to services if the district provides them to gifted children. Again, with no audits, unless a parent brings suit this may or may not be the case.
28. OR There are no program mandates. The law simply states that each identified student is to be educated at their assessed level of knowledge and rate of learning.
29. PA Twice exceptional special service provisions are addressed under special education for disabled regulations & IDEA requirements.
30. UT Despite the requirements of the board rules, many districts ignore them and receive funds anyway.
31. VA No special service provisions in place for these populations in our district.
32. WV - State Policy 2419 has clause for exceptional gifted grades 9-12 which includes twice exceptional, underachieving, economically disadvantaged, and psychological adjustment disorder which allows students to remain on an individualized education plan.

WHAT PERCENT OF THE STUDENT POPULATION IS IDENTIFIED?



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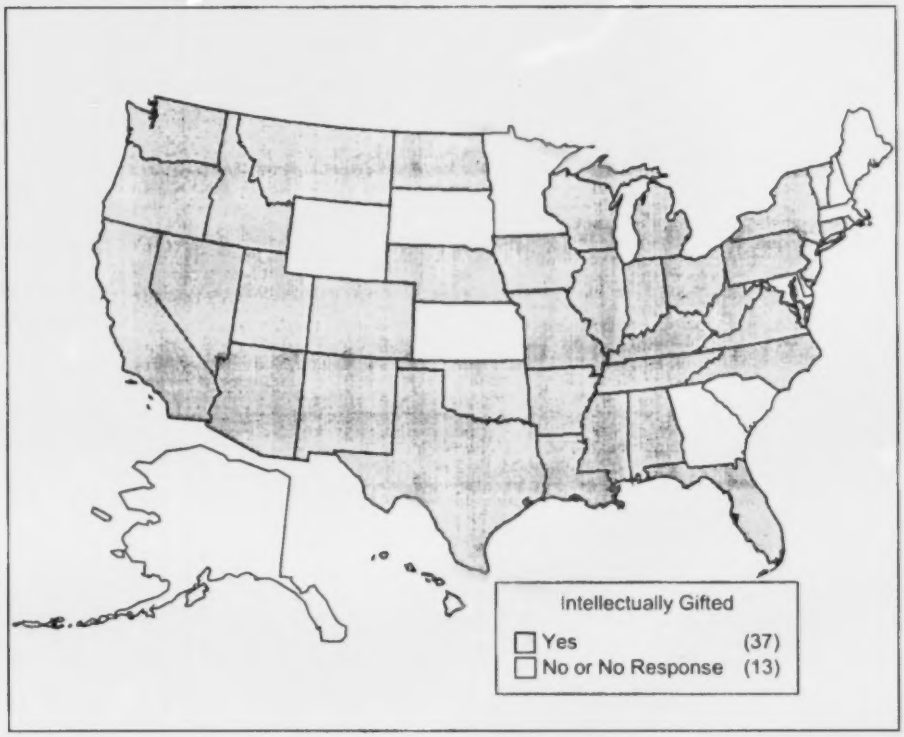
DOES THE DEFINITION INCLUDE "INTELLECTUALLY GIFTED?"



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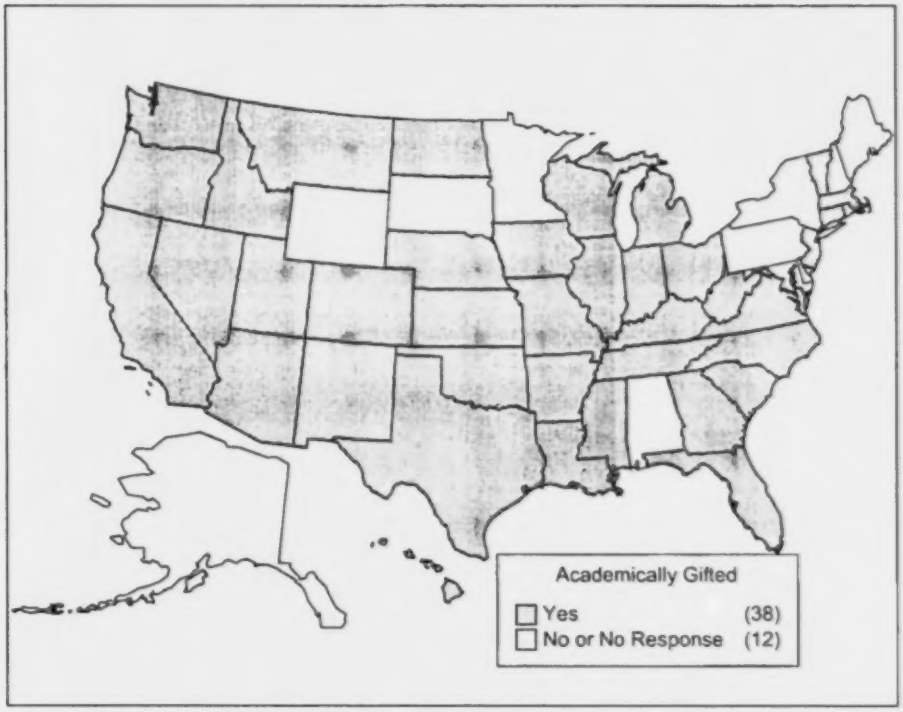

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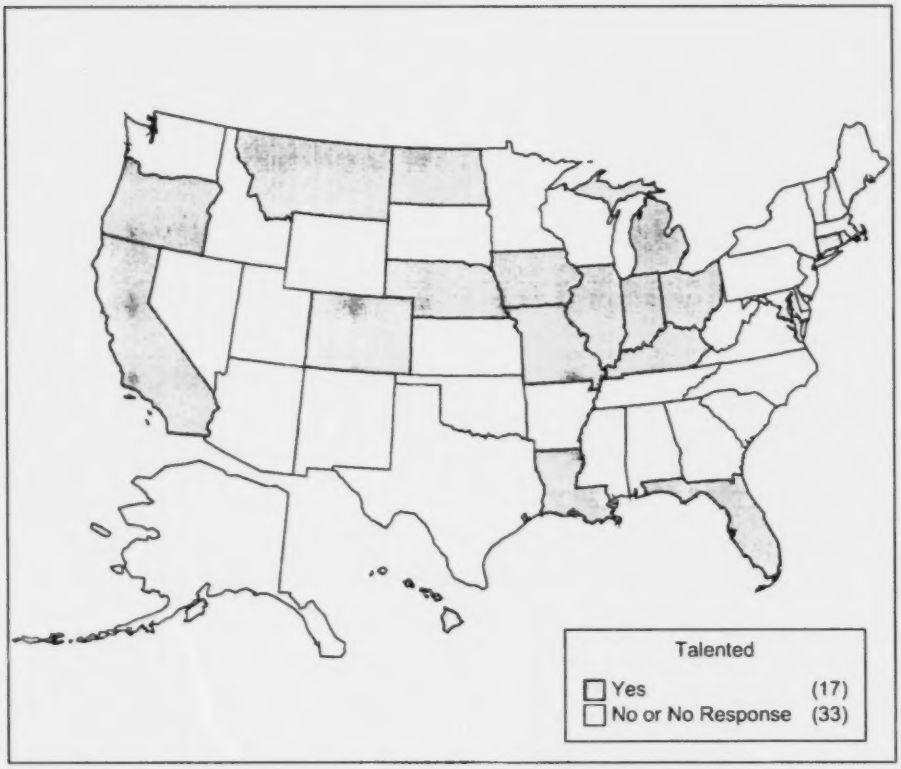

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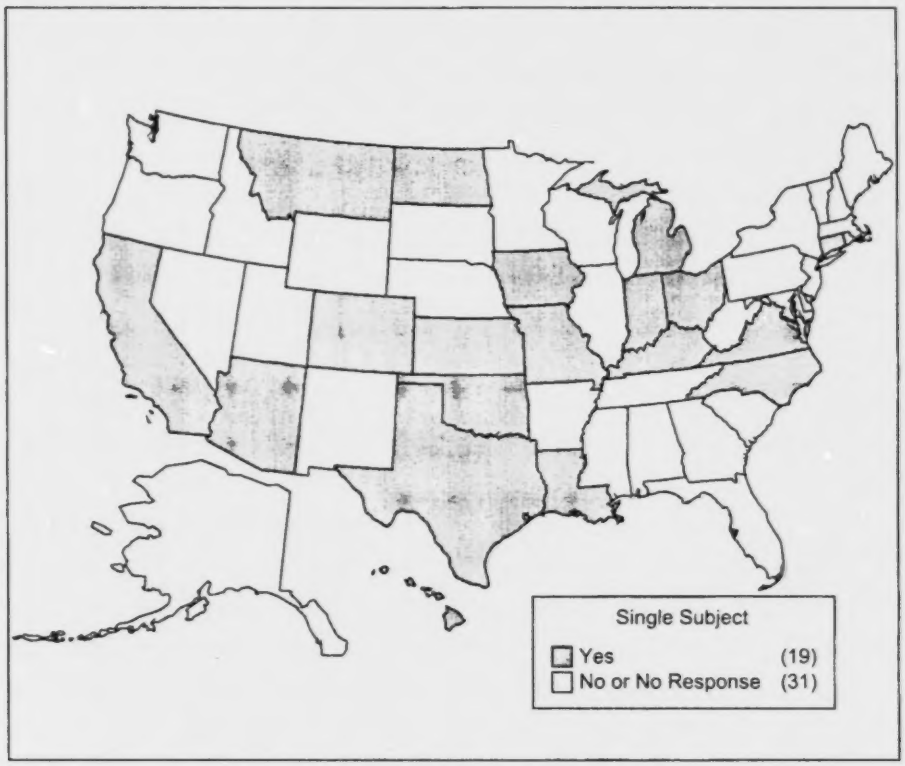
DOES THE DEFINITION INCLUDE "SINGLE-SUBJECT PRECOCITY?"



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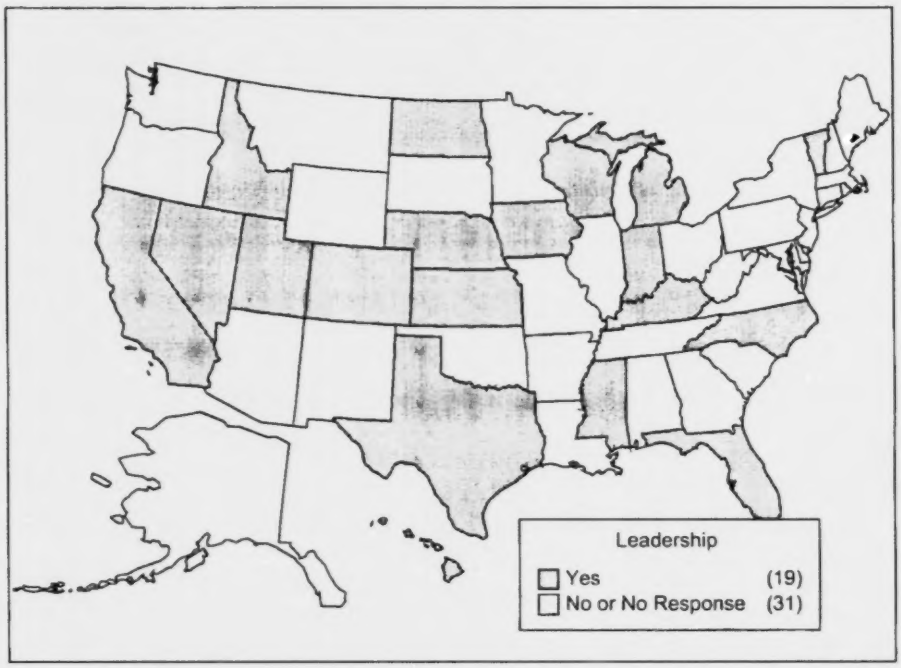
DOES THE DEFINITION INCLUDE "LEADERSHIP?"



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FL	Yes	MT	No or No Response	TX	Yes
GA	No or No Response	NC	Yes	UT	Yes
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IN	Yes	NM	No or No Response	WV	No or No Response
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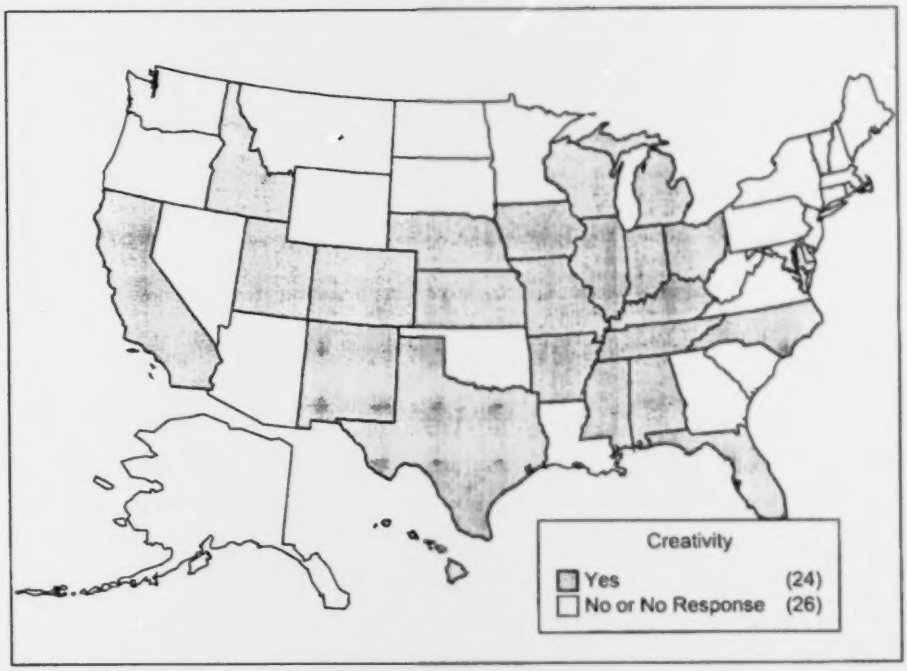
KY	Yes	NY	No or No Response		

DOES THE DEFINITION INCLUDE 'CREATIVE THINKING?"



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DOES THE DEFINITION INCLUDE "HIGHLY OR PROFOUNDLY GIFTED?"

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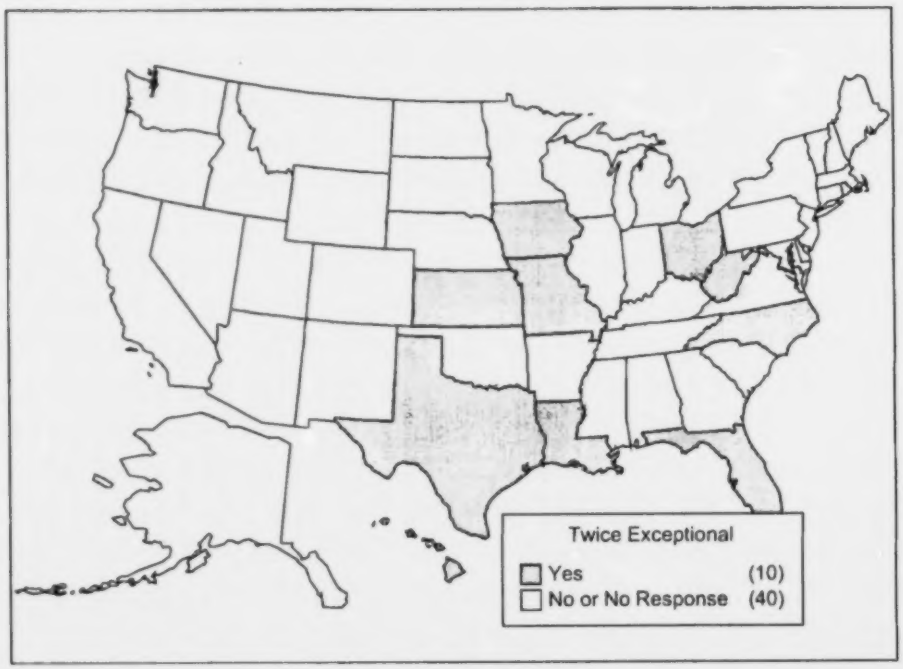
DOES THE DEFINITION INCLUDE "TWICE-EXCEPTIONAL?"



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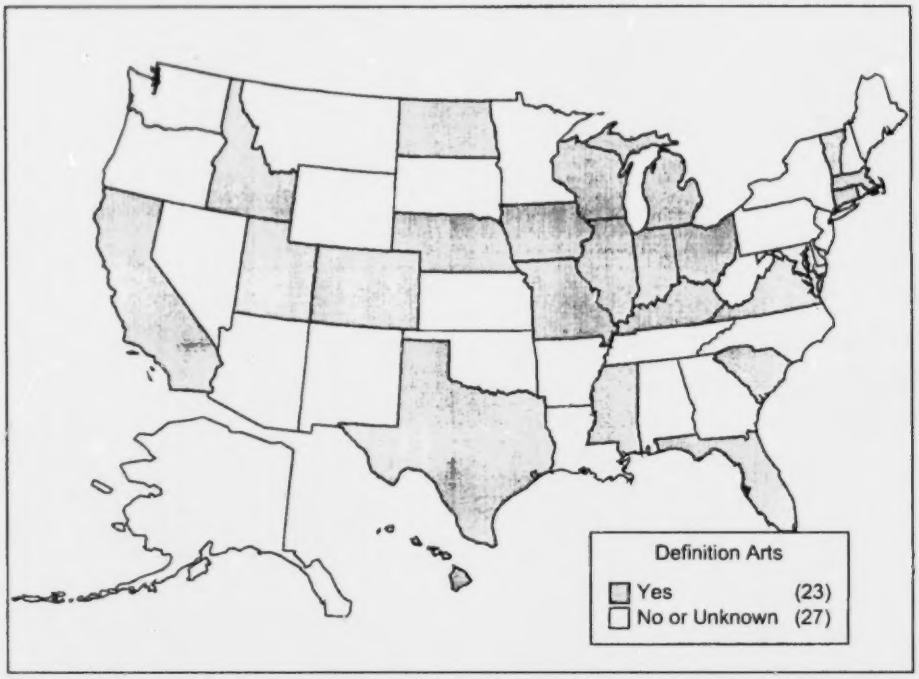
DOES THE DEFINITION INCLUDE THE "VISUAL OR PERFORMING ARTS?"



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DOES THE DEFINITION INCLUDE "VOCATIONAL-TECHNICAL?"

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IN	Yes	NM	No or Unknown	WV	No or Unknown
KS	No or Unknown	NV	No or Unknown	WY	No or Unknown
KY	No or Unknown	NY	No or Unknown		

COMMENTS: DEFINITION

1. AL "Gifted students are those who perform at high levels in academic or creative fields when compared to others of their age, experience, or environment. These students require services not ordinarily provided by the regular school program. Students possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor."
2. AL Intellectually gifted children and youth are those who perform at high levels in academic or creative fields when compared to others of their age, experience, or environment. These children and youth require services not ordinarily provided by the regular school program. Children and youth possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor.
3. AR "Gifted and talented children and youth are those of high potential or ability whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services. Possession of these talents and gifts, or the potential for their development, will be evidenced through an interaction of above average intellectual ability, task commitment and/or motivation, and creative ability."
4. AR Gifted and talented children and youth are those of high potential or ability whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services. Possession of these talents and gifts, or the potential for their development, will be evidenced through an interaction of above average intellectual ability, task commitment and/or motivational and creative ability.
5. AZ "gifted child means a child of lawful school age, who due to superior intellect or advanced learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs special education or special ancillary services, or both, to achieve at levels commensurate with his intellect and ability."
6. CA Any of these categories could be used to identify. The reality is that only a few are regularly used.
7. CA California allows districts to define their own criteria and definition for gifted and talented within the categories of intellectual, talented, creative, leadership, and high achievement. There is no state "definition".
8. CA The state's definition of giftedness is pretty vague....general intellectual functioning (or other functioning) that is significantly above chronological peers. It also includes all the categories that you have probably seen in other people's survey responses. The interpretation is left up to the district. If a district has no one functioning above the 80th percentile then those kids in the 78th - 80th percentile will probably be their identified population. And we do have some like that here.
9. FL District option for considering leadership, motivation, creativity, and academic performance in addition to state mandated eligibility criteria.
10. "One who has superior intellectual development and is capable of highperformance." We focus on intellectual abilities and serve students who are academically gifted. We do not address talent and our definition does not specifically state other areas. However, we do allow districts to identify students from underrepresented populations based on leadership, motivation, creativity, and academic performance.
11. IA each district may establish its own criteria; each district is unique
12. ID Our definition is very similar to the federal defintion: 5 talent areas, specific academic, intellectual, creativity, leadership and v/p arts,
13. IN In Indiana we have a legal definition of "high ability" student. That is "a student who performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one (1) domain when compared to other students of the same age, experience, or environment; and is characterized by exceptional gifts, talents, motivation, or interests." Domains include areas of aptitude and talent: general intellectual, general creative, specific academic, technical and practical arts, visual and performing arts, interpersonal.
14. KS In the 2000 Kansas Special Education Regulations (91-40-1), "Gifted" is defined as "performing or demonstrating the potential for performing at significantly higher levels of accomplishment when compared to others of similar age, experience and environment." This level of accomplishment may be demonstrated by exceptional performance due to general intellectual ability or by excellence in one or more specific academic fields.

15. KS Specifically only intellectually gifted students are mentioned in the mandate. Though if identified, academically gifted students are also served. Other areas are addressed depending on student need, but they must meet the intellectual qualifications and show a need for services beyond the general classroom.
16. KY . Visual Performing Arts, Intellecual / Academic
17. KY Academically Gifted, Creatively Gifted, and Performing and Visual Arts
18. LA Intellectually and academically gifted are the same in LA (officially called "academically gifted"). A student can be classified as AG through aptitude (IQ) or achievement (reading and math) or a combination of the two (achieving a certain level on a matrix). Single-subject precocity is not an identification category but is handled in scheduling--particularly at middle school and/or secondary levels. Twice Exceptional is available and identified in some cases, but I do not believe it is widespread. In Louisiana law, Talented is a separate exceptionality; a student can be classified as "Talented" in one or more areas of performing/visual arts.
19. MA Massachusetts has no state level definition of a gifted and talented student.
20. MA We have not as yet formally approved a state definition for gifted students. There was a definition in the eighties, but the state has pulled back on enforcing it.
21. MI I have never seen an official state-approved definition of giftedness in Michigan. Most of the consultants I know use the operational definition of being two or more years above grade level in specific subject areas.
22. MN What is the state's definition of gifted and talented? Minnesota doesn't have one. In short summary, Minnesota has no funding for GT, no mandate that gifted education be provided by school districts; no guidelines or requirements for screening, testing, curriculum or programming; and no guidelines or requirements for teacher certification. What good things happen here are because school districts are persuaded that it's important.
23. MO Missouri (1) For the purposes of special programs for gifted students eligible for state aid, gifted students are defined as those children who exhibit precocious development of mental capacity and learning potential as determined by competent professional evaluation to the extent that continued educational growth and stimulation could best be served by an academic environment beyond that offered or expected in the regular school program of the district. The special programs for these gifted students shall be designed in the general academic area and/or in the fine arts.
24. MO state Definition of Gifted (Missouri--from Administrative Manual and Guidelines for State-Assisted Gifted Programs.) Section 162.675. RSMo, defines gifted children as "those children who exhibit precocious development of mental capacity and learning potential as determined by competent professional evaluation to the extent that continued educational growth and stimulation could best be served by an academic environment beyond that offered through a standard grade level curriculum."
25. MO These are the two that I am sure of....I know there are a couple of schools in the state that deal with Highly & Profoundly Gifted with self-contained programs...
26. MS "Intellectually Gifted Children" shall mean those children and youth that are found to have an exceptionally high degree of intelligence as documented through the identification process. "Academically Gifted Children" shall mean those children and youth who are found to have an exceptionally high degree of demonstrated academic ability as documented through the identification process. "Artistically Gifted Children" shall mean those children and youth who are found to have an exceptionally high degree of creativity and an exceptionally high degree of ability in visual arts as documented through the identification process. "Creatively Gifted Children" shall mean those children and youth who are found to have an exceptionally high degree of creativity and exceptionally high degree of ability in the performing arts (music, drama, and dance) as documented through the identification process. "Gifted Education Programs (GEP)" shall mean programs of instruction for intellectually gifted children within Grades 2 through 12, and programs of instruction for creatively and / or artistically gifted children within grades 2 through 12 in the public elementary and secondary schools of this state. Such programs shall be designed to meet the individual needs of gifted children and shall be in addition to and different from the regular program of instruction provided by the district. Purpose: To identify those students who demonstrate unusually high achievement and/or potential for unusually high achievement. Because of their unusual capabilities, they require uniquely qualitatively differentiated educational programs not usually available in the regular classroom. These uniquely

different programs are required to enable the gifted students to realize their potential contributions to self and society.

27. MS If a student wishes to take vo-tech and not AP English then that is their choice. I don't understand your questions. Are you trying to make accommodations for the gifted in every classroom? This cannot be done except by the regular teacher who is trained in undergraduate school on meeting needs of students in regular classroom. You cannot send a gifted teacher into a regular class every once and awhile to teach gifted and really think it will happen. All you are doing is making accommodations, not addressing the needs of the gifted and how to best meet their intellectual expansion, not knowledge expansion. Sorry, I feel very strongly about this.
28. MS IG is mandated. Other categories are permissive.
29. MS Mississippi has four stand-alone gifted programs. The definition of each follows: Intellectually Gifted Children shall mean those children and youth who are found to have an exceptionally high degree of intelligence as documented through the identification process. Academically Gifted Children shall mean those children and youth who are found to have an exceptionally high degree of demonstrated academic ability as documented through the identification process. Artistically Gifted Children shall mean those children and youth who are found to have an exceptionally high degree of creativity and an exceptionally high degree of ability in the visual arts as documented through the identification process. Creatively Gifted Children shall mean those children and youth who are found to have an exceptionally high degree of creativity and an exceptionally high degree of ability in the performing arts (music, drama, or dance) as documented through the identification process.
30. MT "Gifted and talented children" means children of outstanding abilities who are capable of high performance and require differentiated educational programs beyond those normally offered in public schools in order to fully achieve their potential contribution to self and society. The children so identified include those with demonstrated achievement or potential ability in a variety of worthwhile human endeavors.
31. MT Again, in MT, each district is allowed to design and implement the program that fits them. The law says "identify and serve", but does not define the identification or services.
32. MT Definition: "Gifted and talented children" means children of outstanding abilities who are capable of high performance and require differentiated educational programs beyond those normally offered in public schools in order to fully achieve their potential contribution to self and society. The children so identified include those with demonstrated achievement or potential ability in a variety of worthwhile human endeavors."
33. MT Our state doesn't have a required or state-wide definition.
34. NC Each LEA has different plans for the population that they serve. I do not know the exact number of identified students in the state. Our recent headcount also includes all exceptionalities, and the state has had some difficulty getting it all sorted. (Those that are twice exceptional can only be counted once.)
35. NC HB 282 gives specifics about areas of identification.
36. NC This is actually an improvement. The prior definition only mentioned academically gifted. As mentioned above, our definition does model the wording of the federal definition with regards traditionally underrepresented groups.
37. ND from ND State Guidelines (Prepared by Dr. Donald Treffinger and Marion Sortore, 1992): "It is important to distinguish between a strong or weak view of giftedness. The stronger view is closely linked to the real world and the person's actual accomplishments and productivity over an extended period of time. It is closely linked to action, and to events or products that capture our attention, challenge us, synthesize ideas, transform work or events, or improve the quality or appreciation of life. By contrast, weaker views focus only on high scores on a test, or using the designation of 'gifted' as a label or categorical placement based on a fixed set of data about a person's knowledge or status in a statistical distribution. The state believes it is preferable to view giftedness in the stronger sense than to depend on the weaker view." ND State guidelines allow school districts to create definitions within this framework. Giftedness includes "potentials to be nurtured; qualitative more than quantitative; inferences drawn from one's accomplishments over sustained periods of time; and manifest in many ways."
38. NE "Learner with high ability means a student who gives evidence of high performance capability in such areas as intellectual, creative, or artistic capacity or in specific academic fields and who requires services or activities not ordinarily provided by the school in order to develop those

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capabilities fully." [as defined in Nebraska Revised Statute Sec. 79-1107(3)] Academically gifted is usually the area of service other than in the few cities and large towns.

39. NE Learner with High Ability "Learner with high ability means a student who gives evidence of high performance capability in such areas as intellectual, creative, or artistic capacity or in a specific academic fields and who requires services or activities not ordinarily provided by the school in order to develop those capabilities fully." Each school district has their own "operational" definition of high ability learner
40. NE NEBRASKA DEFINITION "Learner with high ability means a student who gives evidence of high performance capability in such areas as intellectual, creative, or artistic capacity or in specific academic fields and who requires services or activities not ordinarily provided by the school in order to develop those capabilities fully." [as defined in Nebraska Revised Statute Sec. 79-1107(3)]
41. NE Our definition of a learner with high ability is as follows: "Learner with high ability means a student who gives evidence of high performance capability in such areas as intellectual, creative, or artistic capacity or in specific academic fields and who requires accelerated or differentiated curriculum programs to develop those capabilities fully." If you need any more information, please feel free to contact me. Mary Duffy, Director High-Ability Learner Education Nebraska Department of Education
42. NJ In NJ the definition is exceptionally able relative to general population
43. NJ N.J.A.C. 6A: 8-1.3 Definitions "Gifted and Talented students" means those exceptionally able students who possess or demonstrate levels of ability, in one or more content areas, when compared to their chronological peers in the local district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.
44. NJ N.J.A.C. 6A: 8-1.3 Definitions "Gifted and Talented students" means those exceptionally able students who possess or demonstrate levels of ability, in one or more content areas, when compared to their chronological peers in the local district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.
45. NJ NJ Definition "Gifted and talented students" means those exceptionally able students who possess or demonstrate high levels of ability, in one or more content areas, when compared to their chronological peers in the local district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.
46. NM (1) "Gifted child" means a school-age person as defined in Sec. 22-1-2U NMSA 1978 whose intellectual ability paired with subject matter aptitude/achievement, creativity/divergent thinking, or problem-solving/critical thinking is so outstanding that a properly constituted IEP team decides special education services are required to meet the child's educational needs. (2) "Intellectual ability" means performance in the very superior range as defined by the test author on a properly administered intelligence measure. (3) "Subject matter aptitude/achievement" means superior academic performance on a total subject area score on a standardized measure, or as documented by information from other sources as specified in subsection C below. (4) "Creativity/divergent thinking" means outstanding performance on a test of creativity/ divergent thinking, or in creativity/divergent thinking as documented by information from other sources as specified in paragraph C(1) below. (5) "Problem-solving/critical thinking" means outstanding performance on a test of problem-solving/critical thinking, or in problem-solving/critical thinking as documented by information from other sources as specified in paragraph C(1) below.
47. NM The policies and procedures for NM are elaborated in the TA manual on our website. The address is: http://sde.state.nm.us/divisions/learningservices/specialeducation/gifted.pdf
48. NV According to the Nevada Administrative Code ((1993), Students with gifts and talents are defined as students possessing gifts and talents in one or more of the following areas: a) general intelligence, b) academic aptitude in a specific area, c) creative thinking, d) productive thinking, e) leadership, f) the visual arts, or g) the performing arts. Unless his/her individualized education program otherwise provides, a student identified as having gifts and talents must participate in not less than 150 minutes of differentiated educational activities each week during the school year (NAC by the Board of Education, 1993).
49. NY NY state uses federal definition

50. NY opportunities typically exist for musically or artistically talented children. Rarely are profoundly gifted children serviced in the public school. More often than not, they are home-schooled
51. NY The Federal Definition -The term "gifted and talented" when used in respect to students, children or youth means students, children or youth who give evidence of high performance capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who require services or activities not provided by the school in order to fully develop such capabilities. (P.L. 103-382, Title XIV, p. 388)
52. NY This depends entirely on the parameters of each program
53. OH http://www.oagc.com/staterule2000.htm 1) definition the board of education of each district shall identify gifted children in grades kindergarten through twelfth as follows: (A) a child shall be identified as exhibiting "superior cognitive ability" if the child did either of the following within the preceding twenty-four months: (I) scored two standard deviations above the mean, minus the standard error of measurement, on an approved individual standardized intelligence test administered by a licensed psychologist; or (II) accomplished any one of the following: (A) scored at least two standard deviations above the mean, minus the standard error of measurement, on an approved standardized group intelligence test, (B) performed at or above the ninety-fifth percentile on an approved individual or group standardized basic or composite battery of a nationally normed achievement test, or (C) attained an approved score on one or more above grade-level standardized, nationally normed approved tests. (B) a child shall be identified as exhibiting "specific academic ability" superior to that of children of similar age in a specific academic ability field if within the preceding twenty-four months the child performs at or above the ninety-fifth percentile at the national level on an approved individual or group standardized achievement test of specific academic ability in that field. A child may be identified as gifted in more than one specific academic ability field. (C) a child shall be identified as exhibiting "creative thinking ability" superior to children of a similar age, if within the previous twenty-four months, the child scored one standard deviation above the mean, minus the standard error of measurement, on an approved individual or group intelligence test and also did either of the following: (I) attained a sufficient score, as established by the department of education, on an approved individual or group test of creative ability; or (II) exhibited sufficient performance, as established by the department of education, on an approved checklist by a trained individual of creative behaviors. (D) a child shall be identified as exhibiting "visual or performing arts ability" superior to that of children of similar age if the child has done both of the following: (I) demonstrated to a trained individual through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area; and (II) exhibited to a trained individual sufficient performance, as established by the department of education, on an approved checklist of behaviors related to a specific arts area.
54. OR 581-22-1310 Identification of Academically Talented and Intellectually Gifted Students Each school district shall have local district policies and procedures for the identification of talented and gifted students as defined in ORS 343.395(7)(a) and (b): (1) Districts shall make efforts to identify students from ethnic minorities, students with disabilities, and students who are culturally different or economically disadvantaged. (2) A team shall make the final decisions on the identification of students using the information collected under sections (3) and (4) of this rule. No single test, measure or score shall be the sole criteria. A record of the team's decision, and the data used by the team to make the decision, shall become part of the education record for each student considered. (3) Districts shall collect behavioral, learning and/or performance information and include the information in all procedures for the identification of students. (4) The following measures and criteria for identifying the intellectually gifted and the academically talented shall be used by the team: (a) Intellectually gifted students shall score at or above the 97th percentile on a nationally standardized test of mental ability; and (b) Academically talented students shall score at or above the 97th percentile on a test of total reading or a test of total mathematics from a nationally standardized test battery or a nationally standardized test of reading or mathematics. (5) Despite a student's failure to qualify under subsections (4)(a) and (b) of this rule, districts, by local policies and procedures, shall identify students who demonstrate the potential to perform at the 97th percentile. (6) School districts may identify additional students who are talented and gifted as defined in ORS 343.395(7)(c), (d), and (e) as determined by local district policies and procedures.

55. PA State's definitions of gifted are addressed in both a section on DEFINITIONS and then expanded upon in the GENERAL section on identification. 16.1 Definitions Gifted student--A student who is exceptional under section 1371 of the School Code (24 P. S. § 13-1371) because the student meets the definition of "mentally gifted" in this section, and needs specially designed instruction beyond that required in Chapter 4 (relating to academic standards and assessment). This term applies only to students who are of "school age" as defined under § 11.12 (relating to school age). Mentally gifted--Outstanding intellectual and creative ability the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program. Specially designed instruction--Adaptations or modifications to the general curriculum, instruction, instructional environments, methods, materials, or a specialized curriculum for students who are gifted. 16.21 General (d)Each school district shall establish procedures to determine whether a student is mentally gifted. This term includes a person who has an IQ of 130 or higher and when multiple criteria as set forth in Department Guidelines indicate gifted ability. Determination of gifted ability will not be based on IQ score alone. A person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the profile of the person strongly indicate gifted ability. Determination of mentally gifted shall include an assessment by a certified school psychologist. (e) Multiple criteria indicating gifted ability include: (1) A year or more above grade achievement level for the normal age group in one or more subjects as measured by Nationally normed and validated achievement tests able to accurately reflect gifted performance. Subject results shall yield academic instruction levels in all academic subject areas. (2) An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability. (3) Demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion-referenced team judgment. (4) Early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest areas, communications skills, foreign language aptitude or technology expertise. (5) Documented, observed, validated or assessed evidence that intervening factors such as English as a second language, learning disability, physical impairment, emotional disability, gender or race bias, or socio/cultural deprivation are masking gifted abilities.
56. RI GAT services are not state mandated in Rhode Island
57. SC Gifted and talented students are those who are identified in grades 1-12 as demonstrating high performance ability or potential in academic and/or artistic areas and therefore require an educational program beyond that normally provided by the general school program in order to achieve their potential. Gifted and talented abilities for these regulations include: a. Academic and Intellectual Ability: Students who have the academic and/or intellectual potential to function at a high level in one or more academic areas. b. Visual and Performing Arts: Students who have the artistic potential to function at a high level in one or more of the fine arts.
58. UT B. "Gifted and talented students" means children and youth whose superior performance or potential for accomplishment requires a differentiated and challenging education program to meet their needs in any one or more of the following areas: (1) general intellectual: students who demonstrate a high aptitude for abstract reasoning and conceptualization, who master skills and concepts quickly, and who are exceptionally alert and observant; (2) specific academic: students who evidence extraordinary learning ability in one or more specific disciplines; (3) visual and performing arts: students who are consistently superior in the development of a product or performance in any of the visual and performing arts; (4) leadership: students who emerge as leaders, and who demonstrate high ability to accomplish group goals by working with and through others; (5) creative, critical or productive thinking: students who are highly insightful, imaginative, and innovative, and who consistently assimilate and synthesize seemingly unrelated information to create new and novel solutions for conventional tasks.
59. UT We use an adaptation of the USOE definition. The thinking category, however, is called "Critical, Creative, and Productive Thinking"
60. VA 4th area Practical and technical arts
61. VA In Virginia according to the Regulations Governing Educational Services for Gifted Students Gifted Students" means those students in public elementary and secondary schools beginning with kindergarten through graduation whose abilities and potential for accomplishment are so outstanding that they require special programs to meet their educational needs. These students will be identified by professionally qualified persons through the use of multiple criteria as

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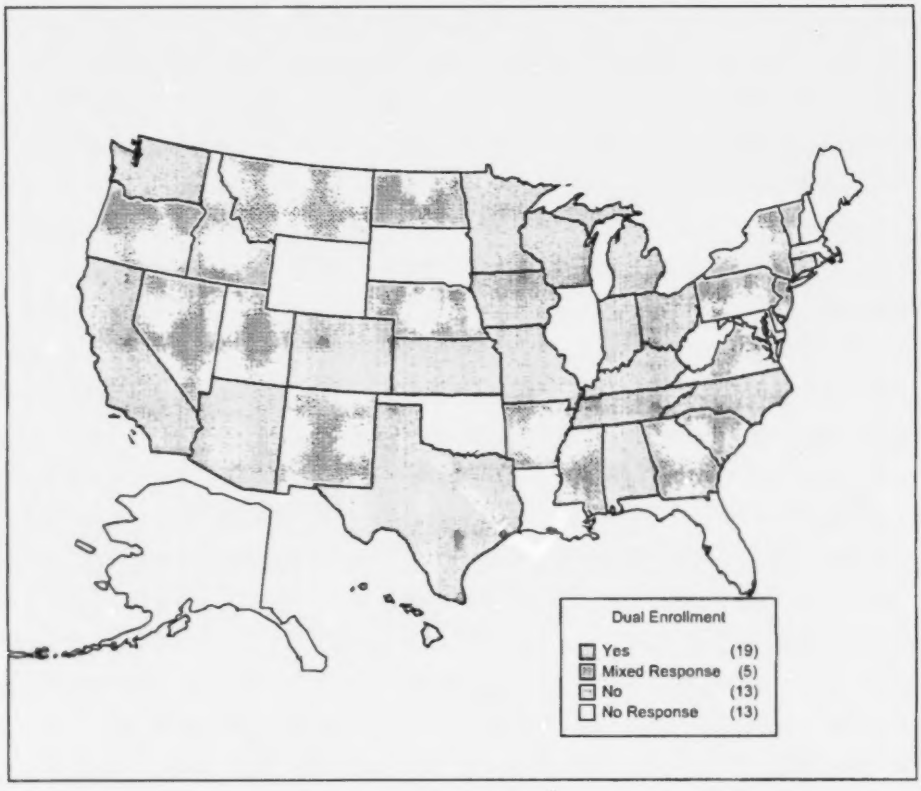
having potential or demonstrated abilities and who have evidence of high performance capabilities, which may include leadership, in one or more of the following areas: 1. Intellectual Aptitude(s). Students with advanced aptitude or conceptualization whose development is accelerated beyond their age peers as demonstrated by advanced skills, concepts, and creative expression in multiple general intellectual ability or in specific intellectual abilities.

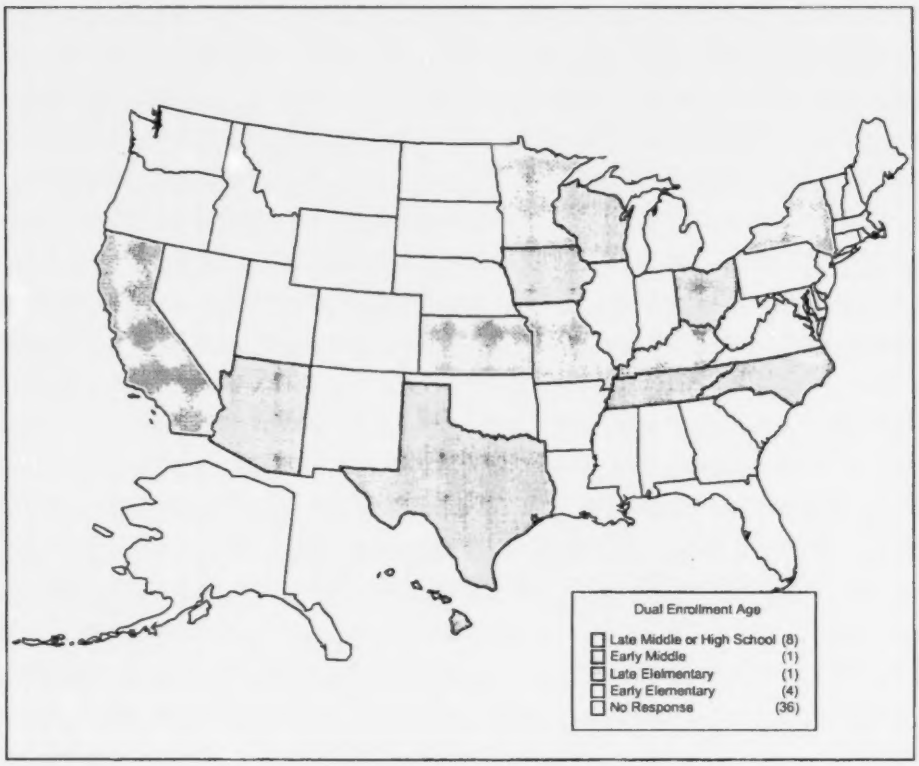
62. VT (a) "Gifted and talented children" means children identified by professionally qualified persons who, when compared to others of their age, experience or environment, exhibit capability of high performance in intellectual, creative or artistic areas, possess an unusual capacity for leadership or excel in specific academic fields. (b) It is the intent of the general assembly that those who provide educational services to children be encouraged to apply for any available funding that will help to provide teacher training and other services for the benefit of gifted and talented children. (c) Nothing in this section shall create an additional entitlement to education or other services. Sec. 1 16 V.S.A. Paragraph 13)
63. VT Could send you a copy of the state definition and inclusion laws for gifted.

DO GAT STUDENTS HAVE SPECIAL RIGHTS TO DUAL ENROLLMENT?



AK	No Response	LA	No Response	OH	Yes
AL	Yes	MA	No	OK	No Response
AR	Mixed Response	MD	No Response	OR	No
AZ	Yes	ME	No Response	PA	No
CA	Yes	MI	Yes	RI	No Response
CO	Yes	MN	Yes	SC	No
CT	Yes	MO	Yes	SD	No Response
DE	No Response	MS	Mixed Response	TN	Yes
FL	No Response	MT	Mixed Response	TX	Yes
GA	Mixed Response	NC	Yes	UT	No
HI	Yes	ND	No	VA	No
IA	Yes	NE	No	VT	No
ID	No	NH	No Response	WA	Yes
IL	No Response	NJ	Mixed Response	WI	Yes
IN	Yes	NM	No	WV	No Response
KS	Yes	NV	No	WY	No Response
KY	Yes	NY	No		

MINIMUM AGE FOR DUAL ENROLLMENT?



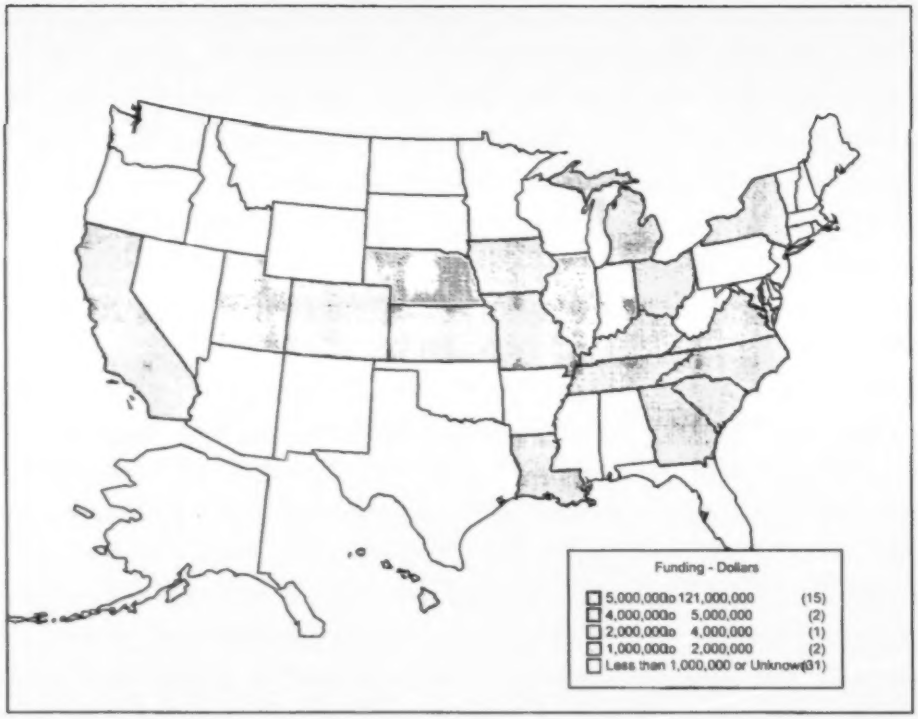
AK		LA		OH	High
AL		MA		OK	
AR		MD		OR	
AZ	High	ME		PA	
CA	Elementary	MI		RI	
CO		MN	Elementary	SC	
CT		MO	Elementary	SD	
DE		MS		TN	High
FL		MT		TX	High
GA		NC	Middle	UT	
HI	High	ND		VA	
IA	High	NE		VT	
ID		NH		WA	
IL		NJ		WI	High
IN		NM		WV	
KS	Elementary	NV		WY	
KY	Middle	NY	Elementary		

COMMENTS: DUAL ENROLLMENT

1. AL Dual enrollment is open to all students in grades 10-12 and to identified gifted students at earlier grades if the superintendent and sponsoring IHE agree,
2. CA New state law allows GATE students to enroll in community colleges or universities at younger ages for minimal cost.
3. CA Program proposed for highly gifted lets students with IQ>150 skip graduation requirements and enroll at any age.
4. CO Fast Track Program (C.R.S. 22-34-101 et seq.), adopted 1981; last amended 1994. Provides for high schools to enter into cooperative agreements with institutions of higher education to allow high school seniors who have completed requirements for high school graduation to take college courses while retaining high school activity eligibility. Postsecondary Enrollment Options Act (C.R.S. 22-35-101 et seq.), adopted 1989, last amended June, 1992. Provides opportunity for high school juniors and seniors to seek more appropriate academic challenges or a more appropriate educational setting by enrolling in college courses Allows students to earn both high school and college credit for college courses successfully completed Requires school districts to reimburse students/parents for high school students' tuition for up to two courses per academic term successfully completed by the student
5. GA State has a joint enrollment program and it allows students to take classes at a college while still attending high school. This is not done through any of the gifted regs. There are requirements to attend. SAT must be a minimum of 970, core curriculm in high school must be met.
6. GA Also have two programs in the state which allow students to complete their junior and senior years of high school as they are freshmen and sophomores in college (in a residential setting). These are GAMES in Cochran and Advanced Academy in Carrollton.
7. HI The option of dula enrollment is based on location and availability of services. Many schools do not yet have access to higher education facilities or services, requiring families to move students to areas where such access is available.
8. IA a law allows identified 9th and 10th graders take college classes while still in HS; all 11th and 12th graders may apply for college classes as long as the subject matter of the class is not taught in the student's district; the district must pay $250 which covers tuition and books for each course and the district must allow HS and college credit
9. KS Must be on the IEP and costs are borne by the family.
10. KS Upon determination by the IEP team, identified GT students may take college classes for dual credit (college/HS) prior to graduation from HS.
11. KY- In the past this has been left up to each district. New law passed py this year's KY General Assembly will standardized this somewhat. The law would allow middle school students to have high school credit and go from there. Classes from the KY Virtual High School and University are a part of it as well.
12. LA Some (if not all) public universities in LA offer early admission programs; for example, UL Lafayette has a Summer EAP (for the summer after the junior year)and a Concurrent EAP (to take university courses during the senior year of high school). Admission does not require classification as gifted but rather considers numbers of units remaining to graduate and academic achievement (grades and ACT/SAT scores).
13. MA Dual enrollment was open to any student who could qualify, many gt students participated. The program was eliminated last year due to budget constraints.
14. MI junior high school status
15. MN enrollment in post secodary is available free of charge during the 11th and 12 grade years. Age is not a factor; grade classification is.
16. MN Post Secondary Enrollment Options is well used, but there is no requirement that these students be GAT. The majority of students are probably GAT.
17. MO Juniors and Seniors are eligible for dual enrollment in various classes whether or not they have been identifed as G&T
18. MO Many high schools offer dual-credit courses that allow students to get both high-school and college credit for the same course. Enrollment in these courses is not restricted to identified gifted students.

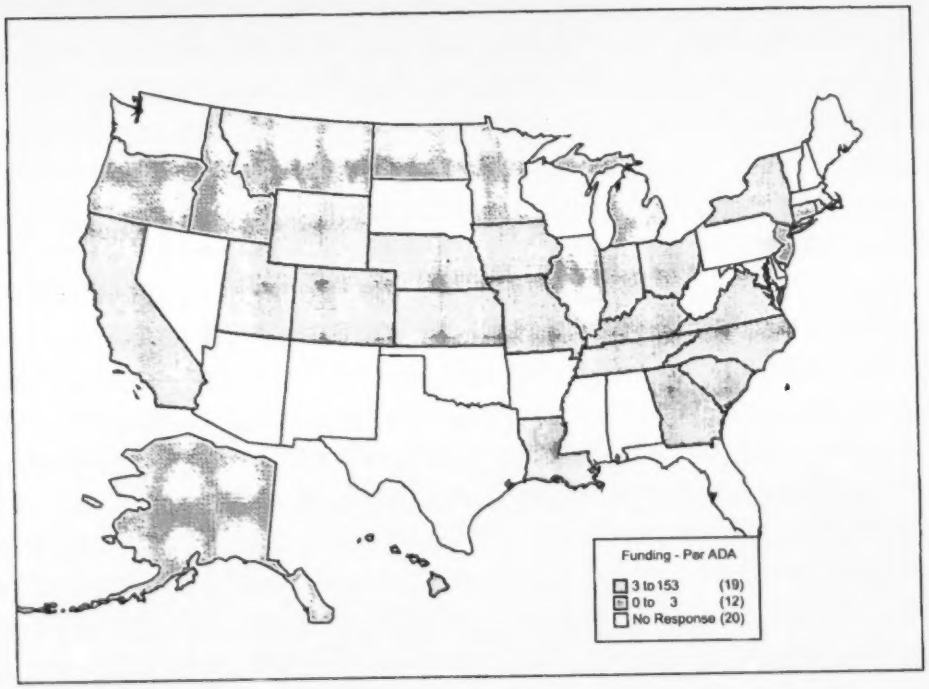
19. MS Our local Northwest Community College provides in their guidelines a wide variety of possibilities, our universities, too. This is done on a case by case basis but we do have concurrent enrollment with local higher education when desired. Age depends on higher ed requirement. If a student takes the GED early and goes into early university early that is addressed on ind. basis. We do multifaceted possibilities!
20. MT Dual enrollment is one of the services that many districts provide, but there are no specified "special rights" to it for gifted students.
21. MT MT now has a dual enrollment law which allows both high school and university credit.
22. NC We have Post Secondary Enrollment Option. Does not just apply to g/t students. Grades 11 & 12 us paid by district; can be extended to lower grades, and possibly paid by district, but colleges discourage, requiring that parents accompany student, etc. Many students choose AP rather than PSEO, as they prefer to stay at their home district.
23. NE Like most needs in gifted, it is up to the local districts. Some allow dual credit. My GA's daughter is taking a class at the local community college for which she will have credit in her small district and she is 14. Most unusual!
24. NJ Depends on the district and their policy.
25. NJ recommended in Frameworks documents (support options for Core Curriculum Content Standards) as an option, not monitored, see http://www.njagc.org/nj_core_curr_std.htm
26. NJ This is done through High Schools. If the child is enrolled the previous year in a high school course, they can take a college course.
27. NM Districts are encouraged to consider this possibility for highly gifted students residing in university areas.
28. NY This is at the discretion of the individual school disticts
29. OH districts must fund tuition for students at postsecondary institutions through tehir ADM
30. OH Not just open to gifted. 3.5 in subject area is the going requirement
31. OH Post secondary enrollment is not specific to gifted and talented children. While technically, children can opt for PSEO at ninth grade, few colleges are willing to accept children until they are juniors. There are exceptions to this.
32. TX All high schools in our district offer dual enrollment. All Texas GAT students should have this opportunity according to the Texas State Plan
33. UT We do, however, have a concurrent enrollment program in the state.
34. VA Allowed for all students under the Standards of Accreditation
35. VT This is an option for some students, but not mandated or a "right."

APPROXIMATE STATE DOLLARS SPENT ON GIFTED EDUCATION.



AK	$0	KY	$7,351,500	NY	$14,000,000
AL	No Response	LA	$113,000,000	OH	$50,000,000
AR	No Response	MA	$435,000	OK	No Response
AZ	No Response	MD	No Response	OR	$100,000
CA	$55,800,000	ME	No Response	PA	No Response
CO	$5,200,000	MI	$5,000,000	RI	$12,000
CT	$0	MN	$20,000	SC	$29,000,000
DC	No Response	MO	$2,5000,000	SD	No Response
DE	No Response	MS	No Response	TN	$8,000,000
FL	No Response	MT	$150,000	TX	No Response
GA	$121,000,000	NC	$49,000,000	UT	$1,900,000
HI	$4,300,000	ND	$200,000	VA	$34,000,000
IA	$20,874,000	NE	$3,500,000	VT	No Response
ID	$500,000	NH	No Response	WA	No Response
IL	$1,900,000	NJ	$0	WI	No Response
IN	$4,800,000	NM	No Response	WV	No Response
KS	$9,000,000	NV	No Response	WY	$350,000

APPROXIMATE STATE DOLLARS PER ADA SPENT ON GIFTED EDUCATION.



AK	$0.00	KY	$11.80	NY	$4.83
AL	No Response	LA	$152.09	OH	427.78
AR	No Response	MA	$0.44	OK	No Response
AZ	No Response	MD	No Response	OR	$0.18
CA	$9.00	ME	No Response	PA	No Response
CO	$7.17	MI	$2.94	RI	$0.08
CT	$0.00	MN	$0.02	SC	$44.82
DC	No Response	MO	$27.87	SD	No Response
DE	No Response	MS	No Response	TN	$8.84
FL	No Response	MT	$0.96	TX	No Response
GA	$86.43	NC	$37.69	UT	$4.00
HI	$23.37	ND	$1.89	VA	$30.91
IA	$42.00	NE	$12.24	VT	No Response
ID	$1.89	NH	No Response	WA	No Response
IL	$0.95	NJ	$0.00	WI	No Response
IN	$4.85	NM	No Response	WV	No Response
KS	$19.15	NV	No Response	WY	$3.89

Note: These data were calculated using total dollars divided by each state's average daily attendance.

COMMENTS: FUNDING

1. AK This is the key. They regulated that districts must require this, but did not specifically fund anything.
2. AL 5% full time equivalent across all grades weighted 2.5 times the regular student weight. (This is the formula for all of special education--gifted included.)
3. CA go to California State Department of Education on internet. The formula changes each year but is basically the district's ADA times an amount of money (usually around $8 or $9 per ADA)
4. CO 2001-2002 Gifted & Talented Education Funding Fact Sheet · In budget year 2001-02, $5.8 million in state categorical funding has been allocated by the General Assembly to assist school districts with gifted and talented programs. These funds will be distributed to over 150 districts (not all districts apply for funding) as follows: o 18% in equal shares to each qualified district ($6,000 per district); o 74% in a per-student amount for 7% (a conservative estimate of districts' gifted and talented student population) of qualifying districts' total student enrollments; and o 7% in for Regional Facilitators and the professional development programs conducted by the Regional Assistance Centers.
5. CT No state funding other than operation of SDE office. All programs locally funded.
6. GA funding is by each student identified by district and the number of units (50 minutes) proveded to that student by a gifted certified student (AP certification is OK). A differentiated curriculm for the student is required, however the state does not review to verify that the services are delivered. It is up to the parents to be knowledgable and active.
7. IA - It is a specifice amount of money per student based on the state funding formula.
8. IA Approx $40 comes to every district for every student and is designated for the TAG programs/students i.e. if a district has a total population of 1000 students, $4000 comes for TAG kids from the state and the district is to also contribute...comes to the district
9. IA Funding is based on student enrollment; there is a state portion and a district portion. Right now districts receive 41.00 per pupil from the state; the district match is 14.00 per student.
10. IA state funds based on student enrollment determine 75% of a district's g/t budget while the district must contribute the other 25%
11. IN The formula is based on $14,000 plus district enrollment.
12. KS Funds are based on a per teacher formula just like the rest of the special education teachers
13. KS Ks. reimburses a set amount of a certified teacher's salary. This year $19,600
14. KS Resource based.
15. KY- Each district receives a sum of money based on total student population. The money is received twice a year and is to be used only for gifted education.
16. MA This small amount of money is available to LEAs through a competitive small grant funding program.
17. MA $435,000 for gifted and talented. That was for last year, with 350,000 being added to cover dual enrollment. For the coming year, 2003, all g/t funds plus dual enrollment have been eliminated, leaving us with a total allocation of $0.00.
18. MN This funds a small portion of one person's salary in the Dept. of Children, Families and Learning.
19. MO A lump sum is allocated for state-assisted gifted programs, to fund a maximum of 75% of program costs. The state funds two academies (one academic and one fine arts) for three weeks each summer, for high-school sophomores and juniors. (see Website for information) Funds have also been appropriated to reimburse students for the cost of dual-credit courses, AP and IB exams.
20. MO Funding is provided to pay for up to 75% of the cost of gifted student services in school districts. Districts apply for funding on an annual basis, but are not required to have a state-assisted and state-approved program. About three-fifths of Missouri school districts have state-assisted gifted programs. The website for Missouri Gifted Education programs is www.dese.state.mo.us/divimprove/gifted.
21. MO Line item on education budget
22. MS contact conrad castle for this info. he can be reached at ccastle@mde.k12.ms.us He can tell you the dollar amount and how it is allocated from MDE.
23. MS Our state pays gifted teacher units 1 per 40 students. We currently have 43 gifted ed teachers in DeSoto County (largest faculty in state). Local funds are provided for my salary as a 12 months

administrator, funds are paid to each school site according to total number of teachers/students on that school site. Here in DeSoto County we have a gifted ed budget, we have full time secretary and 6 psychometrists that test in summer. In winter these psychometrist are used for SPED only, in summer they test for gifted only. I guess you would say funds are mingled. Our principals make sure our teachers get supplies/materials they need, field trips are taken often according to what is under investigation, and schools send gifted teachers to state, etc., meeting for gifted personnel.

24. MT Amount spent statewide for GAT is unknown. The state awards $150,000 per year in supplemental grants which require an application to the SEA.
25. MT Districts apply for a portion of the $150,000. Small districts, under 1000 students receive 600-900, large districts, over 1000 students receive 1500+ The amount awarded depends on how many districts apply for the money.
26. MT we have to apply for it, like a grant. Districts that apply get a proportion of the total, depending on district size. The average amount per receiving district is about $1700.
27. NC 4% of the ADM (average daily attendance). However looking at a cut this year.
28. NC Previously 4% of the (ADM)Average Daily Membership. There is the possibility that the NC budget crisis may change the formula to 3% ADM. We don't want this but we may not have a choice.
29. NC We were separated from Special Education four years ago, which is to say, the budget now comes from general education.
30. ND Reimbursement to schools based on credentialed staff hired
31. NE Each district applys for funding. There is a certain set amount, then matching funds per student are offered. The state amount is set and amount received by schools can change depending on how many schools apply.
32. NJ It is a reimbursement program, so it is dependent on what the district spends, within specified categories.
33. NM Standard funding formula for all students is as follows: Grades 1 - 1.2 X unit value, 2-3 - 1.18 X unit value, 4-6 - 1/045 X unit value , 7-12 - 1.25 X unit value, Students in Special Education (including gifted) then receive an additional factor of, <50% of the day in special education +.7, >50% +1.0, approaching a full day or a full day +2.0. Funds are delivered to the districts with no categorical distinctions.
34. NV Resource Based-however funding for gifted programs are discretionary
35. NY Districts apply to the state based on the formula: 196.00xthree % of the average daily attendance
36. OH Funding formula is resource or unit based with an identification weight. Districts qualify for funding for a gifted coordinator at a ratio of 5000 pupils to 1 coordinator. A 2000 pupil to 1 ratio is used for gifted teachers. This Rule is about 100 units shy of being fully funded. The ratio is based on all district pupils. In addition, an amount of $2.80 is provided per pupil (again every pupil not just gifted) in each district to assist in identification.
37. OH We have unit funding. 1 Coordinator unit per 5,000 ADM; 1 teacher unit per 2,000 ADM. Based on state minimum wage, plus years of service and education for person getting funding. Most districts do NOT have the number of units they need, based on ADM. There is talk of going away from unit funding next biennium. If so, we will probably follow the special ed model done a few years ago, and go with per pupil funding. Most districts lost money when that occurred. The big fear is that it won't JUST be per pupil, but per pupil with a WEP (Written Education Plan). HB 282 says that any identified g/t student WHO IS BEING SERVED should have a WEP. Many districts are still developing their own WEP, and need to get students on them. Others have decided that ANY id'ed student should have a WEP, whether they are getting g/t programming or not. So, going to per pupil with WEP's could be a problem if the state does not investigate first to see who is really following HB 282 and who is "cheating".
38. OR The $100,000 per year is dispersed equally to all 6 regional universities - from there the universities use the money to provide local staff development opportunities.
39. PA There is no specific funding for gifted education. School districts may use a portion of regular education subsidy, State subsidy for special education (NO federal monies), and local tax revenues. There is no formula or spending requirement.
40. SC GAT funding formula and links (URLs): GAT academic funding: Each identified child generates funding in the amount of .30 times the students base cost. However, the state does not

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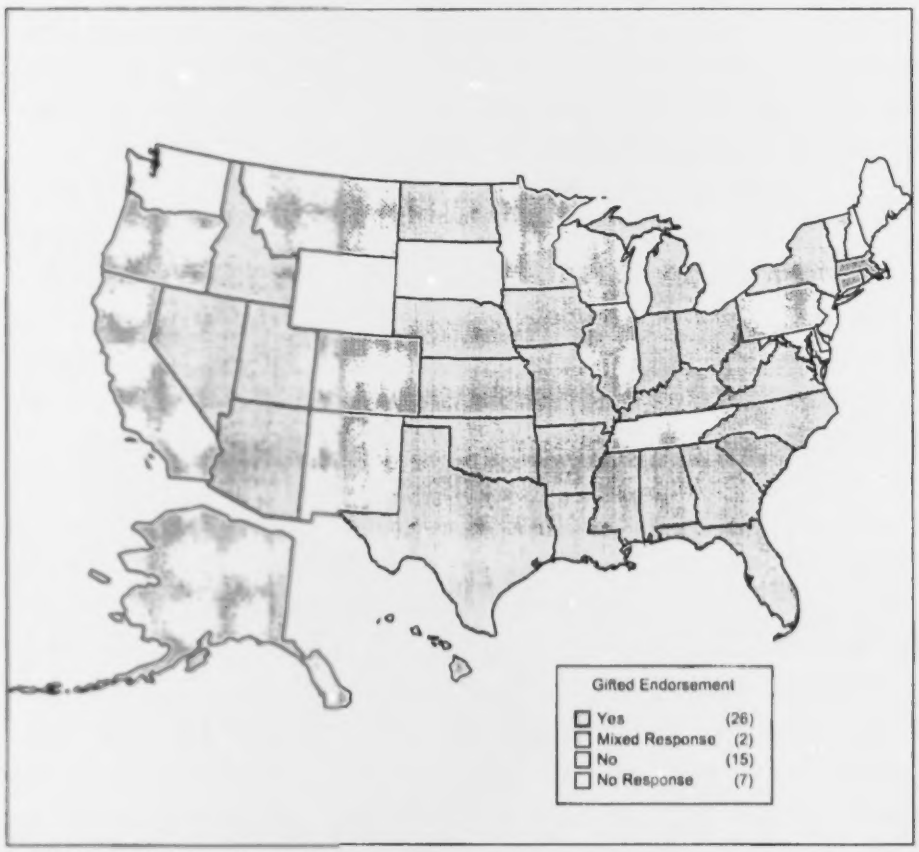
fully fund the program. Thus, the available funding is allocated based on the number of students reported divided by the available funds. Any district identifying fewer than 40 students receives $15,000. The program operates at approximately 66% of what it would take to fully fund the program. GAT artistic funding is based on the average daily membership of a school district divided into the available funds.

41. SD GAT academic funding: Each identified child generates funding in the amount of .30 times the students base cost.
42. TN – funding by sped formula as part of Basic Education Plan. Spending on gifted not required.
43. UT G&T funds are part of the Accelerated Learning Programs in our state budget. The other programs are Advanced Placement ($1,455,336) and Concurrent Enrollment ($5,310,029). G&T funds are sent to districts in a lump sum. AP depend on how many take and pass the tests. Concurrent Enrollment depends on an actual enrollment count.
44. VA Two sources 1. Part of Basic Aid (percentage support for 1 teacher salary per 1000 students) 2. Specific funds for the Virginia Governor's School program
45. VT Current funding from Goals 2000 grant $90,000 (June 2001-August 2002).
46. WI Gifted Education is spent by local tax dollars
47. WY For the fiscal year beginning July 1, 1988, school districts may be granted a sum not to exceed one hundred fifty dollars ($150.00) for each identified gifted and talented students, not to exceed three percent (3%) of the school age population within the district. Any state assistance for the program shall be matched by an equal amount of local funds.

DOES THE STATE HAVE A TEACHING ENDORSEMENT IN GIFTED AND TALENTED EDUCATION?



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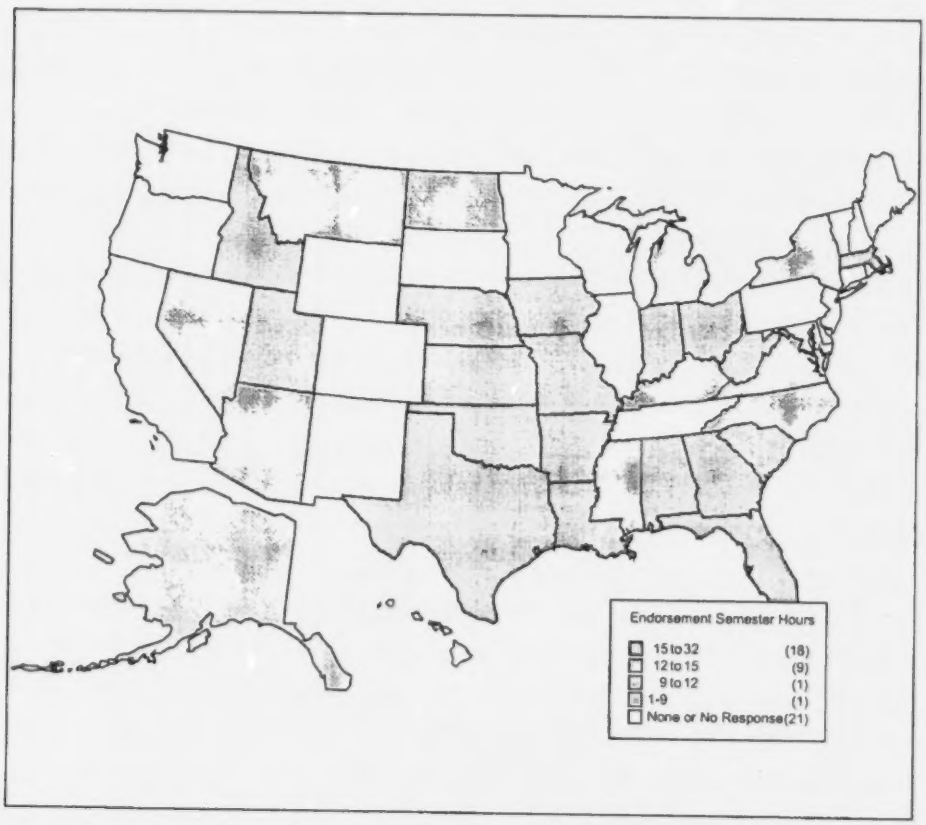
AL	Yes	MA	Mixed Response	OK	Yes
AR	Yes	MD	No Response	OR	No
AZ	Yes	ME	No Response	PA	No
CA	No	MI	Yes	RI	No
CO	No	MN	No	SC	Yes
CT	No	MO	Yes	SD	No Response
DE	No Response	MS	Yes	TN	No
FL	Yes	MT	Mixed Response	TX	Yes
GA	Yes	NC	Yes	UT	Yes
HI	No	ND	Yes	VA	Yes
IA	Yes	NE	Yes	VT	No
ID	Yes	NH	No Response	WA	No Response
IL	No	NJ	No	WI	No
IN	Yes	NM	No	WV	Yes
KS	Yes	NV	Yes	WY	No Response
KY	Yes	NY	Yes		

HOW MANY CREDIT HOURS ARE REQUIRED FOR THE GIFTED EDUCATION ENDORSEMENT?



AK		LA	21	OH	20
AL	30	MA	15	OK	15
AR	18	MD		OR	
AZ	12	ME		PA	
CA		MI	12	RI	
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CT		MO	18	SD	
DE		MS	12	TN	
FL	15	MT	12	TX	15
GA	20	NC	12	UT	16
HI		ND	9	VA	12
IA	15	NE	18	VT	
ID	20	NH		WA	
IL		NJ		WI	
IN	15	NM		WV	24
KS	32	NV	12	WY	
KY	12	NY	12		

COMMENTS: ENDORSEMENT

1. CO Three Colorado institutions of higher learning offer graduate degree programs in gifted and talented education: the University of Northern Colorado; the University of Colorado - Colorado Springs; and the University of Denver. Other colleges and universities in the state also offer undergraduate and graduate coursework in gifted education. In addition, two of these universities offer a professional educators' certificate in gifted education. This certificate does not have official state status, but may represent course work and practicum experience leading eventually to endorsement. At the present time, there is no endorsement in gifted and talented education for professional teachers in Colorado. However, the State Board of Education has directed that an endorsement in gifted education be developed in the near future. http://www.cde.state.co.us/cdesped/gtindex.htm
2. CO Two universities offer a Certificate in Gifted Education: 5 classes and 1 practicum. WE DESPRATELY NEED ENDORSEMENT.
3. GA Once the only way to get the semester hours was through an accredited college, now the districts are allowed to provide the classes to certify the teachers. Unless a teacher is truly motivated there is a noticeable difference in teaching between the teachers who got their certification through a college and one who did it through the district.
4. IA - Gifted education endorsement has always been at the graduate level. We now have an undergraduate emphasis in the works.
5. IA Iowa has an under graduate and a graduate endorsement.
6. KS Provisions are available for provisional certification after 9-12 hours. Waivers are also available for non-certified staff to fill vacancies
7. LA State certification to teach academically gifted requires a basic Louisiana certificate and a master's degree from an accredited institution, including or in addition to specific course requirements. These requirements are: 9 graduate hours in one or more areas in which the individual holds basic certification; 12 hours from a given list (primarily courses in gifted education); and either a practicum, an internship, or documentation of 3 years of successful teaching in a gifted program. Certification to teach academically gifted is required, not permissive. Certification to teach in a Talent program certifies a teacher for a specific position (teaching a specific talent area in a specific district); if the teacher moves to a different district, s/he must re-certify for that position. Qualifications are too complex to list here but require demonstrated competency in the area to be taught.
8. MA The legislature approved certification for g/t teachers two years ago. They have not as yet agreed upon a pathway to achieve that certification.
9. MI There are courses at a few of the state universities in GAT. This is new within last few years
10. MS 6 hours required by MDE for endorsement, but some universities require more than state to recommend an endorsement.
11. MT It's not actually an endorsement. Our state has an "Area of Special Competency." They considered eliminating it last year, but we convinced them otherwise. They won't go for a full mandate because that would imply that the state would have to provide more state GT monies, as well as that the colleges and universities would have to provide the actual classes. None of which is happening. If a district has a GT coordinator/teacher position to fill, they take who they can get. Most in our state don't have any specialized background in GT prior to being hired for a GT position. However, most who are hired for a GT position do everything they can to gain knowledge and expertise after being hired.
12. NE it is not required that GAT teachers have this endorsement, but it is offered by the University of Nebraska at Kearney and Creighton University in Omaha
13. NE Rule 3 says: teachers must have the endorsement, and the official endorsement program is taught by me at the University of Nebraska at Kearney. But if teachers don't have the endorsement, they need to be working towards on, or have taken a class(es), or have taken a class with 10 hrs. on gifted, or have worked with gifted (or been a coordinator) for 2 years! There is no mechanism to require the endorsement - as yet. Whether any training is required, or the full endorsement, depends on the particular district.
14. NJ No colleges in New Jersey offer courses in gifted education.

15. NY An extension on the teaching certificate can be obtained by taking a test or attending additional courses
16. NY This is being implemented starting in February 2004. The requirements are still being determined.
17. OH check www.ode.state.oh.us under teaching and licensure for gifted intervention specialist licensure requirements.
18. OH Teaches can get temporary g/t certification; as can coordinators, then get the hours they need. Many have Master's in gifted. A new law is saying that we will also need 20 some hours of reading and phonics to go along with the g/t license (we are moving from certification to licensure). Both OAGC and COCG (Coordinator's group) are fighting this at this time. OAGC website might shed some light on this. COCG working on getting website.
19. OK Endorsement is recommended, not required.
20. PA There is no special teacher certification for gifted education.
21. SD Two graduate courses (The Nature and Needs of Gifted and Introduction to Curriculum for Gifted) are required for endorsement
22. TX All regular ed. teachers must take 30 hours of GT training initially, then 6 hours of training per year.
23. TX State Board of Ed asking for this requirement in 2004
24. TX The state is currently working on certification in gifted education. SBOE rules should be finalized in August 2002.
25. UT Endorsement is optional
26. VA not required, only encouraged
27. VT Vermont Council for Gifted Education currently working very hard to advocate for this.

COMMENTS: PRE-SERVICE AND IN-SERVICE TRAINING

Are regular classroom and gifted education teachers required to take gifted education courses as part of pre-service or in-service training?

1. AL Regular classroom teachers are only required to take the Special Educatio Survey course.
2. AR Only gifted education teachers are required to take courses.
3. CA Course work is encouraged.
4. CO Not required by state. Districts may have requirements for teaching gifted students.
5. CT allegedly but not enforced
6. CT only as sub-unit of single required special education course.
7. GA In our district new teachers have in-service in gifted ed during orientation.
8. HI Regular education teachers are not required to take GT courses as part of their preservice training. Gifted education teachers are also not required to take gifted education courses, but are encouraged to do so. They are offered professional development courses throughout the school year and during the occassional summer on gifted edcuation.
9. IA limited amount of time given to g/t during pre-service training
10. IA No requirement; pre-service institutions mention but do not address the GAT learner; in-service is left up to AEA's and districts who do not see gifted learners as a priority. They tend to focus on remedial learners.
11. KS No, unfortunately
12. LA Regrettably, regular classroom teachers are not required to take any course work in gifted education. As stated before, certification to teach academically gifted is at the graduate level and is required for regular certification in this area.
13. MA No, there is not one college or university in Ma which offers a g/t degree program.
14. MI No, there are no requirements.
15. MN No requirements
16. MN no training or support services for teachers
17. MO gifted ed facilitators must take courses to keep their certification active. Regular classroom teachers are not required to take gifted ed classes

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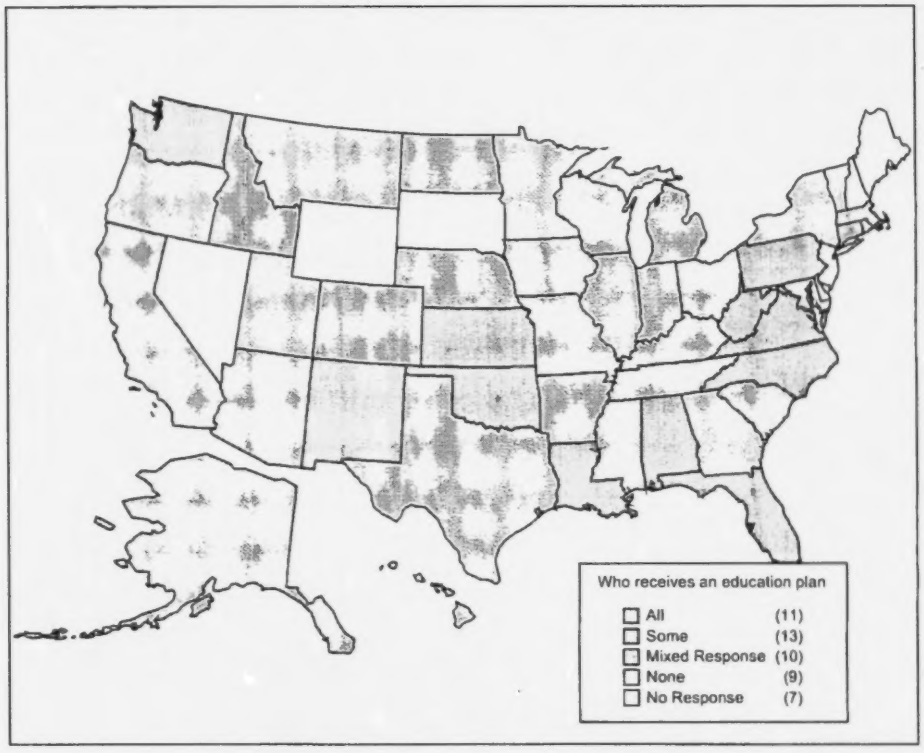
18. MO No,we are not required. That is left to each district. Each university has different requirements.
19. MO No...other than certification....but most schools encourage in-service or prof. dev. courses in the field....
20. MO Teachers in State-Assisted Gifted programs must hold endorsements in gifted education. Pre-service or in-service education regarding gifted varies widely throughout the state.
21. MS All gifted ed teachers are required. Each gifted teacher on each school site each year provides staff development for regular teachers in at least one preplanned session. Emphasis last year was IDENTIFIYING MINORITIES and MEETING THE SOCIAL AND EMOTIONAL NEEDS OF THE GIFTED
22. MS regular classroom teachers are not required to take ge courses
23. MS regular ed--nogifted endorsement required for gifted ed teacher
24. MT A district considers it a lucky plus if this happens. I'm currently working on my Masters in Gifted Ed through UConn and I'll be the first and only one in the whole state (as far as I'm aware...) to pursue Gifted Ed to that level.
25. NC gifted education teachers – yes
26. NC In-service, especially with our new 'provisional certification' in the state (generally about half of official certification, aimed at regular classroom teachers working with resource consultants)
27. NC No one is required to take the training unless it is stated in each LEAs Gifted EDucation Program Plan that is approved by each School Board. The person responsible for providing differentiation must have training. Most of our LEAs require fulkl licensure for those providing differentiation.
28. NC Yes, if your local school district writes that piece in there plan.
29. NE This depends on the district. There may or may not be any inservice. Usually even teachers teaching gifted are not required to take additional training, whether or not they have an endorsement.
30. NY In process. Eventually they will
31. NY It is generally just one night out of the course required about the Education of Exceptional Students Course.
32. OH - only as a part of an introduction to special education and at best this is one week long.
33. OH No, but we would like to see this! ALL students can benefit from many of the differentiation strategies we have been using in g/t for a long time. With heterogeneous classrooms, ALL teachers need to have such training, esp pre-service tchrs!
34. OH One course in Differentiation is required for pre-service, but generally emphasizes special ed. not gifted.
35. OH Unfortunately, no.
36. SD The regulation governing gifted and talented calls for regular in-service professional development. There are no pre-service requirements.
37. TX Yes, all teachers who provide educational services must take a core 30 hours to include nature and needs, identification and assessment, and curriculum and instruction. Thereafter, each teacher must continue to take 6 hours each year to remain qualified to teach.
38. TX Yes,http://www.tea.state.tx.us/gted/index.html
39. VA No, but all teachers of the gifted, full or part time must receive training as outlined in the approved local plan for the education of the gifted
40. VA They are recommended, not required.
41. WV Gifted ed teachers are but not classroom teachers.

ARE GAT STUDENTS ENTITLED TO EDUCATION PLANS?



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AZ	Some	ME	No Response	PA	All
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CO	Mixed Response	MN	None	SC	Some
CT	Some	MO	Some	SD	No Response
DE	No Response	MS	Some	TN	Some
FL	All	MT	None	TX	Mixed Response
GA	None	NC	All	UT	None
HI	Mixed Response	ND	Mixed Response	VA	All
IA	Some	NE	Mixed Response	VT	None
ID	Mixed Response	NH	No Response	WA	All
IL	Mixed Response	NJ	None	WI	Some
IN	Mixed Response	NM	All	WV	All
KS	All	NV	No Response	WY	No Response
KY	Some	NY	None		

COMMENTS: EDUCATION PLANS

1. CO The state requires accountability for identification procedures, programming options, and reporting of a student's achievement. Participating districts submit a yearly report to the state department.
2. IA It used to be mandated that all G/T students had education plans. This mandate was dropped; however, many districts require individualized education plans.
3. MA The only g/t edplans which exist are those mandated because of a disability.
4. MN Sometimes, parents and a school district will voluntarily work together to create an education plan for specific GAT students
5. NC We have moved to a Group Differentiated Education plan, as opposed to an individual IEP. If necessary, parents can request an Individual Differentiated Educatino Plan.
6. NE - It is up to each district whether or not their students have education plans
7. NY state law requires that parents be notified if students are found to be potentially gifted
8. OH Check www.oagc.com for law and rule.
9. OH Not entitled. However, all students who are reported as served must be on a written educational plan. Service is not required. We have a state data management system, EMIS, which requires a count of gifted students and those served.
10. OH ode website has 4 examples of WEP's. The OAGC listserve, called OhioGift, would allow you to ask for examples from folks all over the state, although most would be in paper form, I suspect, rather than electronic. Some folks in Ohio are working on electronic WEP's. Contact Gene Rust at g_rust@staff.chuh.org - he is one of the frontrunners in this area of electronic WEP's and data management for g/t. He will only be there until the end of July.
11. OR Some school districts have K-8 instructional plans for gifted students, some do not. They are not required by state law.
12. VA Some divisions have developed variants of the IEP for gifted students. These plans are local issues and are not required under regulation.

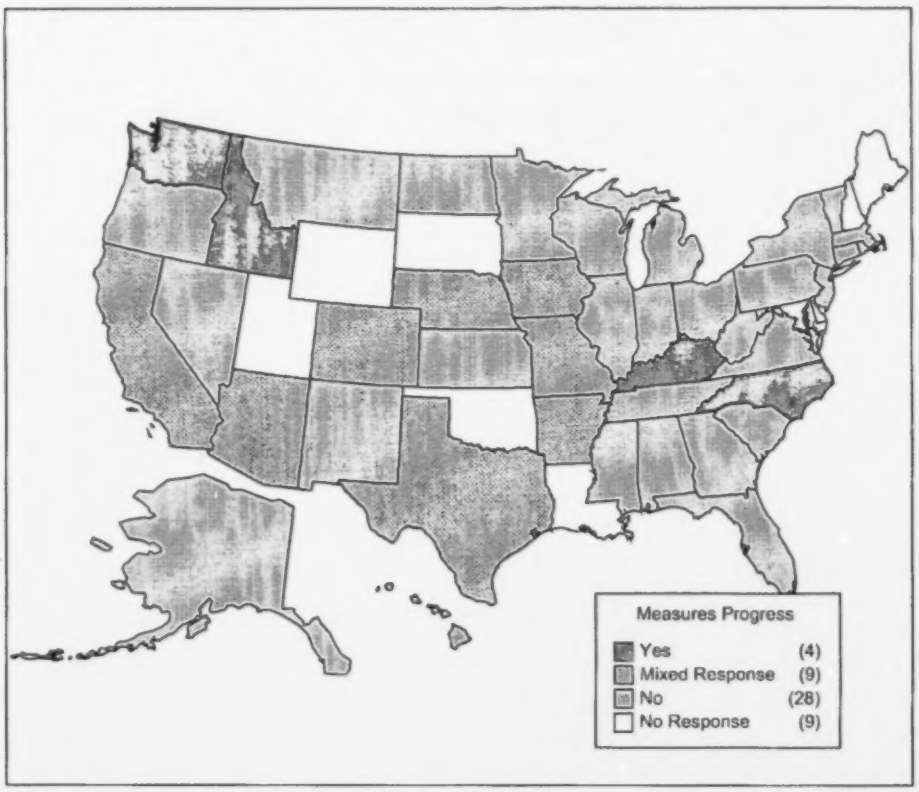
COMMENTS: PAPERWORK

Describe any efforts to reduce paperwork.

1. AK Again District is responsible. Currently, our district does not even offer any individualization, just a "group list" of services offered by the District. Although still under development, this is claimed to be "necessary" for paperwork reduction.
2. AL pull-out resource room time working special projects selected by the GAT teacher
3. AL Shelby County Alabama writes an identical Gifted Individualized Education Program for all gifted students and hosts ONE GIEP meeting where all parents attend, pick their child's GIEP from the stack, and signs. As you can see, the "I" in IEP for gifted does not mean individualized
4. AL We have not adopted all of the IDEA requirements. We plan our paper trail to accomplish only what is required by our state Code.
5. CO The state does not have a prescribed form for individualized plans. School districts voluntarily determine how educational plans are developed and managed.
6. IA Iowa teachers are technologically literate. Many education plans are kept on school servers and student databases are also on servers.
7. IA Personalized education plans for gifted learners is not as regulated as those for disabled students; therefore each district uses its own variation and proceeds with that in its own way; usually, there isn't a lot of paperwork to reduce!
8. KS A recent survey by The Kansas Association for Gifted, Talented, and Creative listed this issue as #1. Preliminary discussions have been started with the State Department of Education
9. KS Unable to do so because must follow all sped paperwork since under special education in KS.
10. KS Very little.
11. KY The GSSP (Gifted Student Services Plan) has far fewer pages to complete, ofted just one or two, and does not require the extensive committee meetings.

12. LA IEPs are required for all gifted and talented students. If a student is classified as gifted, talented, or gifted AND talented, a modified (shorter) form is used. If a student is classified as either gifted or talented AND another exceptionality, the long (federal) form must be used.
13. MS As I explained, our state guidelines say that if you have a written curriculum you do not have to write individual IEP's. We do not and have never. We have teacher daily lesson plans, written curriculum in five areas, 3 published binders entitled, "IDENTIFYING THE GIFTED', 'CURRICULUM AND INSTRUCTION' and 'RESEARCH'. All of this was developed by this school system, with teacher input following state guidelines. As far as paper work goes, we have 3 state single page forms, 1 local Composite Student Profile. Checklists are kept on sites and , of course, locally collected data are where they were fould, in cums.
14. MT Most plans are simple one page statements of what will happen for the students.
15. NC Checklist forms which include methods to modify the content and instruction.
16. NC So far, there is no state WEP (Written Education Plan), so districts can develop their own. Many of us are using a check-off type of system, to minimize the work reg ed tchrs have to do, but still have a form that tells us something about the student.
17. OH Districts must provide a written education plan for any gifted student they indicate is served. This requirement is in lieu of the 5 hour minimum contact hours that existed prior to 1999.
18. OH Plans are not mandated and not consistent. No one plan is used and no mandated guidelines for their content is in place.
19. PA The educational plans for the gifted require less paper because the plans do not include any of the federal requirements that accompany educational plans for disabled.
20. VT Vermont's Act 117, a full inclusion law, establishes Educational Support Teams that plan for needs of "all" children including "gifted." No formal paperwork required.

DOES THE STATE MONITOR THE ACHIEVEMENT AND PROGRESS (E.G., VALUE-ADDED SCORES) OF GIFTED STUDENTS (DISAGGREGATED FROM THE GENERAL STUDENT POPULATION)?



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CA	Mixed Reponse	MI	No	RI	No
CO	Mixed Reponse	MN	No	SC	No
CT	No	MO	Mixed Reponse	SD	No Response
DE	No Response	MS	No	TN	No
FL	No	MT	No	TX	Mixed Reponse
GA	No	NC	Yes	UT	No Response
HI	Mixed Reponse	ND	No	VA	No
IA	Mixed Reponse	NE	Mixed Reponse	VT	No
ID	Yes	NH	No Response	WA	Yes
IL	No	NJ	No	WI	No
IN	No	NM	No	WV	No
KS	No	NV	No	WY	No Response
KY	Yes	NY	No		

COMMENTS: ACCOUNTABILITY

Does the state monitor the achievement and progress (e.g., value-added scores) of gifted students (disaggregated from the general student population)?
Does the state hold school districts accountable for the progress of gifted students?

1. AK None I have found
2. AL My two gifted boys were failing and no one intervened.
3. CO This is a new requirement. Data is not available yet.
4. CO Accreditation: All students will demonstrate a year's worth of growth.
5. GA There appears to be no overview by the state, even though they provide slightly more funding for gifted students.
6. IA Districts are just beginning to disaggregate scores for G/T students.
7. IA g/t student must be reported on separately in the annual progress report
8. IN Not yet. See reference to Senate Bill 292, effective July 1, 2002.
9. KS Students with disablities are disaggregated from the rest of the population. Gifted is INCLUDED with "regular" students and not disaggregated.
10. KY In the disaggregated data gifted students are recognized. However because of the 5 areas identified, there have been discussions on which groups of gifted to include on the tests. Accuracy of reporting is a problem.
11. MN MN is a local control state. The state agency has no legislative authority to monitor specifically for gt.
12. MO Progress is left up to individual districts. Our district evaluates test scores and grades.
13. NC Our state legislation for all students requires that each student show 'a year's growth' as opposed to average increases in the general student body.
14. NC We are not mandated to have the students make a specific score on tests or to make specific amounts of growth points. All students are expected to make growth. Many of us look at each students portfolio
15. NE - They are supposed to monitor acheivement, but I don't believe they have found a workable system to do this
16. NE There is accountability of a sort for the LB 1229 grant monies and their usage, but not for individual students or groups of students. Program evaluation will eventually be added, which will indirectly address this issue.
17. NJ All students are given state test and expected to show growth.
18. NY There is a category of Mastery on the State standards tests, but this does not measure giftedness.
19. OH OAGC and COCG are pushing for these. New State Standards in Math and Language Arts indicate that students who meet minimum standards MUST be given opportunity to go farther, and suggestions for gifted students are given. However, I suspect that until the new Achievement Tests, replacing our current Proficiency Tests, are in place, districts may choose to ignore this language. So, once again, those of us in the field will have to advocate for students
20. TX Accountable for all student progress.
21. TX http://www.tea.state.tx.us/gted/index.html

COMMENTS: PROTECTIONS

What protections are afforded GAT students and parents?

1. CT Parents are seldom informed of right to evaluation, often must lobby heavily for any evaluation at all.
2. IA depends on individual district
3. IA These are not state rules, but are accepted practice.

4. KY Parents are notified of a grievance procedure usually after the students have been identified for services. They are to sigh permission for ay additional testing beyond what the district does for all students.
5. MA NO protections.
6. MA Parents of g/t students are left to advocate separately or in small groups. We have no protections in place, as we have no uniform procedures.
7. MN No protections.
8. MN No statutory protections exist.
9. MS IDEA does not cover gifted education. All federal rights are provided to all students in this school system as to due process, etc., where it applies. Our program is approved by the state and implemented with parental permission and agreement before placement.
10. MT May vary in different districts
11. MT none that I know of
12. NC There are protections, but I'm not familiar enough with them to comment.
13. NJ no protection as part of the State rules
14. NJ None, varies by individual district (~ 600 in NJ each doing or not doing their own gifted things)
15. NM New Mexico makes two exceptions to IDEA. We do not do child find in private schools, and we do not apply the discipline protection to gifted students.
16. NY Parents have to be notified but services do not have to be provided.
17. OH Follows rules in HB 282. Must be notified after identification. Must get parental permission if testing only some students and not whole grade levels. Can grieve if student not identified, or ask for additional assessments, esp after student makes screening level but not identification level.
18. OH Grievance procedure based on district policy for identification issues only.
19. OH- parental notification adn access to screenign and identification
20. OH Refers to the identification process only - no mandates for service.
21. VA An appeals process must be in place in all divisions that allows parents or others to appeal any decision that a division makes regarding identification or services.
22. WV On the second question, I suppose if a parent grieved that appropriate progress was not made the state would hold the district accountable, but as a rule they don't without a complaint to initiate it.

COMMENTS: SPECIAL PROGRAMS

List special programs for GAT students (e.g., Governor's Schools) sponsored by the state.

1. AL Shelby County Alabama gifted students can take one summer class their junior year at Montevallo University for credit.
2. AL Two state-sponsored schools: School of Math and Science in Mobile, and School of the Fine Arts in Birmingham.
3. AR Arkansas School for Math and Sciences, Governor's School, Girl's and Boy's State, AEGIS Summer Enrichment Programs(AEGIS not currently funded for 2002 but still on the books).
4. AR Governor's School
5. CA . Governor's school for the Arts COSMOS
6. CT Rare Saturday single events.
7. GA Governor's Honors Program (rising 11th/12th grade) - a fabulous program which is almost certainly the most continuous program for gifted ed in the state.
8. GA Governor's Honors program for high school students - six weeks in the summer, nominated by teacher, screening test, etc
9. IA Belin Blank at the University of Iowa Iowa State University
10. IA the state does not sponsor any special schools although several colleges and universities in the state provide summer programs
11. IA The University of Iowa's Belin Center for Gifted Education offers special programs; Iowa State University's OPTAG also offers opportunities and special classes; we offer ICN classes and on-line courses to rural students.

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12. IN In 2001-02 the state provided a grant for student leadership programs and Destination Imagination.
13. KS . Regent's Academy for HS students (regular ed and GT).
14. KY Governor's School, Mississippi School for Math and Science (boarding, full tuition) opening in 2003 School for Humanities and Performing Arts.
15. LA Two programs that I know of, both of which have their own criteria for admission (neither requires state classification as gifted or talented): Governor's Program for Gifted Students (at McNeese State University, Lake Charles---www.gpgc.org); and Louisiana School for Math, Science and the Arts (www.lsmsa.edu).
16. MA There is one math/science speciality school in Worcester Ma.which admits g/t high school students from around the state.
17. MN Funding was cut for the Governor's Scholars program as well as most of the funding for partial underwriting of Advanced Placement and International Baccalaureate tests.
18. MN None.
19. MN There are many academic competitions available to students, not just GT students.
20. MO International Baccelaureate Programs, Missouri Scholars Academy, Missouri Fine Arts Academy
21. MO Missouri Scholars Academy, Missouri Fine Arts Academy
22. MO Scholars Academy and Fine Arts Academy
23. MO Scholar's Academy Fine Arts Academy
24. MS Governor's School Mississippi School for Math and Science Mississippi School for the Arts
25. MS Governor's school, Math and Science School, Leadership seminara
26. MS Mississippi School for Math and Science (Columbus) Mississippi School for Performing Arts (Jackson)
27. MT . To my knowledge there are none sponsored by the state. Our state GT association, AGATE, does sponsor the SAT Challenge for 7th and 8th graders, and AGATE also offers summer camp scholarships for gifted students. Four of our state colleges/universities offer summer opportunities to gifted students (whether camps or classes).
28. MT None. The Montana Association of Gifted and Talented Education (AGATE) offers an SAT scholarship and some other scholarships for students. There is nothing organized at the state level from the Office of Public Instruction
29. NC Gov. Schools, North Carolina School of Science and Mathematics, North Carolina School of the Arts
30. NC Governor's School
31. NC Governor's School, North Carolina School for Science and Math. Other programs are offered locally.
32. NC Governor's School.,North Carolina School of Science and Math, Duke TIPS Program.
33. ND Governor's Schools
34. NE Specific summer camps from Educational Service Units
35. NJ Illinois Math and Science Academy (residential High School in Aurora, IL)
36. NJ There are 6 Governor's schools in NJ:Engineering and Technology,Environment,Science,Arts,International Studies, Public Issues
37. NJ: http://www.govschool.org/new/
38. NY NYSSA programs in the Arts, Math and Science during the summer
39. OH Governor's Institutes are summer programs. Essicks Summer Program is for highly able and competitive to enter.
40. OH Summer Honors Institutes for 9th and 10th graders and week long program for selected 11th graders.
41. OH Summer Honors Institutes for rising 10th and 11th graders.Martin W. Essex School for the Gifted for current 11th graders, but only about 70 students are selected each year.
42. OH- Summer Honors Institutes for the Gifted (grades 10 and 11) Martin Essex School (gifted 12th grade)
43. PA There are eight, 5-week residential, Governor's Schools of Excellence for artistically or academically talented high school students and fifteen Regional Summer Schools of Excellence for students in grades K-12 who possess outstanding skills, display unusual ability, and/or are identified as talented or gifted.
44. SC Governor's School for Arts and Humanities

45. SD -- Governor's School for Math and Science
46. TX Advanced Placement Courses, Magnet Programs, International Baccalaureate
47. TX MATHCOUNTS, Texas Future Problem Solving
48. TX Scholarships to attend summer programs
49. VA 16 Academic-Year Governor's Schools 7 Summer Residential Governor's Schools 20 Summer Regional Governor's Schools
50. VA Govenor's schools
51. VA Governor's schools at the high school level--Science and Technology is available to our district students.
52. VT Governor's Schools of Vermont; Director - Jean Olson, 25 Hubbard Street, Montpelier, VT 05602
53. WV Governor's schools are also open to non-gifted students, but are available. Most students who attend are gifted.

COMMENTS: GENERAL

Which aspects of your state's gifted program should be emulated or are especially beneficial to gifted students?
In what ways should your state's program be improved?

1. AK I am disenchanted with our state's support of the TAG students. The have legislated that we have "some responsibility", but put it to the 50+ districts to determine what this is and how to fund it. Each district is now trying to re-invent the wheel and find funds to build this wheel. We may now have no child left behind, but a good chance in AK that, unless Parents make it so, no child will get ahead either.
2. AL The program is ineffectual. No segway exits between Gifted and Regular programs. My boys interests were not addressed. Educating Gifted/ADD students posed a special problem for Shelby County Alabama schools. Having no access to experts in the area of Gifted/ADD, Shelby County Alabama barely touched the intellectual needs of my children. As mentioned previously there were no individual plans written
3. AL The way children are eligible for gifted services is by their IQ scores or there is a matrix that can be used however the information that is used on the matrix is very biased toward the teachers opinion. The eligibility process is discriminatory toward children who do not have and IQ of at least 130
4. AR AEGIS Summer Enrichment Programs should be reinstated.
5. AZ- Multi-identification ie; artistically, creatively and leadership. We do this informally in our district as there is no funding outside of achievement.
6. AZ Should be emulated - We have a mandate; Should be improved - Definition of gifted should be broadened. Arizona only mandates that we service children in the verbal, quantitative and nonverbal areas. More funding should be made available. Preservice hours in gifted education should be available and required at the university level. A minimum of 45 district inservice hours should be required of all teachers k-12.
7. CA GATE programs are adopted only if a district wishes to have one; they are not mandated. Delivery of educational services to gifted students is very uneven statewide and depends upon each individual district. I would like to see greater opportunities for mentorship, whole grade and single subject acceleration, as well as training for all teachers in identification of gifted students.
8. CA Legislation requiring instruction for gifted to be an integrated part of the day (AB2313) is very powerful! Check out the CAGifted.org website for the links to the CA Dept. of Ed...all questions are answered there!
9. CA Mandation would improve state's program.
10. CA The state's GATE program has a long way to go in order to be a model for other states.
11. CO Improvements: Attain teacher endorsement in gifted education Require all districts to implement gifted education according to specific guidelines...Require all districts to report on gifted students and programming options.
12. CO The State Board of Education maintains the State Advisory Committee for Gifted and Talented Student Education. This committee, composed of 24 members appointed by the State

Board representing each congressional district, provides advice and makes recommendations to the Board concerning all aspects of gifted and talented student education. The Colorado Association for Gifted and Talented (CAGT) is a non-profit, tax-exempt organization composed primarily of parents who advocate for appropriate special educational programming and support for gifted and talented students. There are 18 local affiliate groups throughout the state, with a statewide membership of approximately 1500 individuals and families.

13. CT Mandated identification, if it were enforced and used research-based procedures and documentation.
14. CT Our state is trying to encourage differentiation in regular class which is good. The state dept. of ed. also wishes to repeal the mandate to identify g/t children which our advocacy group opposes.
15. GA Fulton's gifted program is with the top programs in the state, particularly, I believe in the middle school grades in comparison to other school systems. This varies WIDELY throughout the state, as I have relatives and friends in school systems from north to south Georgia. In most systems, gifted services in middle school are either provided in one content area (most often, it seems, in social studies) or in a mixed model. My friends who teach and/or have students in mixed model classrooms feel that this is "a joke," particularly as high stakes testing is becoming an issue in our state. Our school system has also worked to more vigorously implement a continuous achievement program in elementary school (students working at their instructional level the four days they're not in their pull-out gifted class). One school system you might be interested in contacting is Baldwin County (Milledgeville, Georgia). They have extremely strong support for funding of gifted services at the local level. Our state DOE gifted consultant has brought the issues of accountability and assessment of gifted services to the state gifted association meeting the last two years (at least), so this is under serious consideration. Problems, it seems, arise with what the school systems do with the gifted funds, and this is acknowledged in the state.
16. GA The regulations that are in place are not bad. However, the state does not monitor to ensure that the funds are being spent appropriately or that the students are being served.
17. HI The state of Hawaii will need to individualize its instruction of gifted and talented students through the implementation of IEPs (Individualized Educaitonal Programs). Currently, most gifted education students are given general instuction with attention to one or two academic subjects. This does not address all areas of talent or giftedness. In many cases, strengths outside the academic areas are ignored unless an individual teacher takes the time to make special arrangements with the families of the students (i.e., music instruction, art lessons, tutoring or other services). Not all school disctricts have the rewources available to provide such services. More funding and training for gifted and talented educators and education is needed to improve the state's program. They also need a better system of accountability beyond simple standards.
18. HI There is no Charter School or Center School for gifted. Have one in every district would support the program.
19. IA Emulated because we have mandated services, mostly funded by the state. Funds left over by the end of the year MUST remain in the TAG budget. That's great! Improved because there is no accountability on the part of the districts to implement quality programs, with trained personnel; and whatever individual districts can "get away with" they usually do! INcluding "misunderstanding" the funding securities.
20. IA Funding formula is somewhat reasonable. Could be improved by more money and administrative support. It would be great to have a full time consultant at the Department of Education.
21. IA Iowa laws are in accordance with national laws and national standards. Schools districts have the flexibility to adopt their own identification measures. District G/T programs must be incorporated into the Comprehensive School Improvement Plans that are filed with the state. Districts that do not follow state guidelines receive state level and local education agency support to design appropriate programming. Each district is required to have a gifted program; however it can be a single teacher or coordinator. The number of G/T staff depends on the number of students enrolled in the district and the district's commitment to G/T.
22. IA Mandated with funding!
23. IA The laws we have in place are good--mandate and funding for that mandate. Mandated preservice and inservice training for teachers would be an improvement. Because everything is up to the individual school districts this can be a positive and a negative. Smaller districts often lack

resources and vision while larger districts have external resources and are able to provide more comprehensive programs. We do have the Iowa Communications Network which has allowed more advanced content to be delivered to rural areas and the Belin-Blank Center at the University of Iowa is coordinating the Iowa Online AP Academy.Students have access to AP classes via the Internet and the ICN.

24. ID Our state needs more money allocated for gifted education.
25. IL We need funding and support. The IL Association for Gifted Children has worked to develop Professional Development standards for teacher/administrators. We are working to align courses and Professional Development opportunities to these. Without any teacher certification in gifted we feel these are badly needed.
26. IN See reference to Senate Bill 292. We think the most important item in the bill is the school improvement plan including high ability students.
27. KS Having a mandate is a positive. A recent change of emphasis toward providing services based on individual need rather than the "have I got a program for you" theory is good, but is still not reality. Improvement would be made if less paperwork becomes a reality, more certified staff with a better teacher-student ratio, a full-time (educated and dedicated) director at the state department, education requirements for general education staff, school psychologists, and administrators. For additional information on all topics go to www.kgtc.org for state organization information. Or go to www.ksbe.state.ks.us and follow links under Hot Topics to Effective Practices Manual for Gifted Education in Kansas.
28. KS The KS formula guarantees that districts of all sizes can gain access to specialized personnel either by using state funds to hire those personnel in-house or through cooperative agencies. Having money allocated, and having it allocated to purchase ongoing critical resources like personnel is important. The state generally comes up short on covering the excess costs of personnel for special needs students. This means that districts either have to look for "underqualified," less expensive personnel, or just not hire as many as they need. A formula that would address more than just personnel costs would be nice, though personnel are the most critical resource.
29. KY Mandated program with state funding - funding teacher units is sucessful. Intellectual gifted manidated -- three other types of programs are permisive. Need to increase mandate to k-12 (now 2-8)
30. KY Professional staff development and increase in funding.
31. KY The fact that we identifiy in 5 different categories of giftedness is important. The GSSP shows promise. This was the first year for it and many problems were revealed in gifted services across the state. The GSSP, hopefully, will grow to show districts how to better serve their gifted population. Funding is one area that could be greatly imporved. More is needed. At the same time, finding an effective way to monitor districts' usage of the funding must be considered.
32. LA Louisiana's programs for gifted and talented students are outstanding (though of course the nature, quality, and number of services may vary by district). Our State Director, Eileen Kendrick, is extremely well qualified and does an excellent job of coordinating our state's programs. The district with which I am most personally familiar is Lafayette Parish (the district in which our university is located--please remember that parishes in LA are the equivalent of counties in other states); Lafayette Parish has an outstanding program, offering a variety of service models from elementary school through high school. Our university serves post-secondary schools through an excellent University Honors Program (Dr. Patricia Rickels is director of this program; if you are interested, you can e-mail her at drpat@louisiana.edu.
33. MA If the teacher certification piece were to finally become activated, I think it would drive program improvement at the local level. If the state were to require services for g/t students, even if it didn't require an identification process, opportunities would be greatly expanded. We have no state program so any piece of one would be a step forward.
34. MA We have no programming for gifted children mandated in Massachusetts. A few districts provide some programming out of the local budgets. Massachusetts should be ashamed of it's gifted ed. status for K-12.
35. MI Mandates are needed desperately.
36. MI We need a mandate and state policies for gifted. Look at Aiming for Excellence: Gifted Program Standards by Landrum, Callahan, and Shaklee. Even though all districts receive gifted funds, the amount is too small to employ a coordinator in most districts unless supplemented.

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There is no one who solely works as a gifted coordinator is many districts. It just depends on the district. In our part of the state, Western Michigan, I would estimate that only 1/3 to 1/4 of the districts have at least one person whose full time job is gifted.

37. MN I think that because Minnesota has no mandate and no money, that would be the place to start. Within our Department of Children, Families, and Learning, there is a distinct lack of support for GT. There may be a GT Development Center, but its actions are not noticable.
38. MN In Minnesota the state dept.has no authority over GT...no definition, no identification requirement, no mandate to serve the gt student, no state funds earmarked for gt and no authority to hold a district accountable for those students. Instead we rely on the local district doing the right thing for these students. For the most part, they are not being served. Sad story. The end.
39. MN Obviously, the State of Minnesota's program for GAT could be improved in every way. The good things that happen for gifted kids are because local school districts and other agencies and organizations recognize the importance of providing appropriate opportunities for them.
40. MO - Missouri Scholars Academy Missouri Fine Arts Academy Gifted Association of Missouri(GAM)
41. MO Direct instruction to gifted students, allowing them time with intellectual peers, is especially beneficial. More professional development for both teachers of gifted and regular classroom teachers could enhance the quality of services.
42. MO Each district facilitator or coordinator designs a program that is specifically designed for their district. There are very few specifications and guidelines given in the area of program setup and curriculum design. This has positive and negative impact depending on the leadership characteristics of the individuals designing. There is no kind of standard record-keeping form transferrable from district to district. The screening and testing information is readily available, but student progress is not monitored and sent with records in many districts. Our Fine Arts Academy and Scholars Academy are excellent. There is also a program in Maryville, Missouri at the state University designed for high school students who excel in Math or Science They can live on campus within their own group and take college level classes with students in their same situation from around the state. The can earn college credit that will place them as a third year college student after their traditional senior year. For some students this is a great help. In the more urban and suburban school districts, G/T teachers can work together in one building to develop curriculum and teach to different areas of expertise. In our rural schools, there are often no other teachers within the district who support and promote gifted ed, and this causes G/T teachers to experience feelings of isolation and frustration. If administrators don't support these teachers and their students services to these students can be undermined and lack vitality.
43. MO I think we have an excellent program in Missouri. We have an outstanding Director of Gifted Education, David Welch, who encourages districts to preform in relation to gifted education. He can only encourage as much as the law allows.
44. MS The positive comments are too numerous to list.
45. MT There is no full time gifted position, just a liaison. The Office of Public Instruction has suffered grave budget cuts along with the LEAs.
46. MT benefits: Freedom. While our state does little to provide money and guidance for district's with gifted programs, and that area of our state's situation could certainly be improved, I do think that our state has some advantages in the world of GT that are particularly beneficial. Because the state places so few requirements on us, each district and each school is flexibly able to do and provide what they know to be best for their gifted students. We are not tied down by particular requirements. For example, in some states a particular IQ score is required. In our state, if the knowledgeable professionals determine a student to be gifted and in need of services, we can include that student in the program, even if s/he wouldn't "qualify" by IQ definition elsewhere. The students who need it are included and no one in need of GT services is excluded due to state restrictions. I see this as a benefit. The whole point is to serve the students who need it, right? We don't have 'random' numbers telling us who does and doesn't need it. It's a per student determination. Also, each district has the freedom to offer and provide the services that best fit their student population. The districts here are not limited to particular numbers. I believe it is Pennsylvania that requires one GT teacher per 70 identified students. Although my caseload is much larger than that, the advantage is that whatever students need the services here are identified and have the opportunity for the services. My district can only afford one GT teacher. If we were restricted on numbers of students per GT teacher, then I wouldn't be able to work with all the

students here who actually need the services. I know it's not an ideal model, but I certainly think this is an advantage for the students who -in any other state- wouldn't be served but would still need it. Our state's model is anything but top-down or top-heavy, and I think that is a benefit. Special Ed is perhaps a great example to contrast with. It seems special ed teachers spend a large bulk of their time on paperwork that was made necessary partly due to lawsuits and state requirements, rather than spending the bulk of their time with students. The bulk of my time is spent in direct contact with gifted students. That is where the most benefit derives for these students. If I can be of further assistance, please feel free to contact me.

47. MT MT has a model program development project, the purpose of which is to train teachers and administrators on how to meet the new state accreditation standards for GAT education. The strategy is a combination of training academies and on-site visitations by GAT consultants.
48. MT There should be more accountability for districts and their gifted education plans. Teachers in Montana work hard to receive training, AGATE sponsors a yearly conference, a yearly summer institute, a yearly AP Institute and works with the state to provide workshops around the state which include consultation to single school district who ask for help.
49. NC Districts write their own program plan - there is too much variation among districts regarding placement procedure. There needs to be a standard set at the state level to avoid confusion when students move from one district to another. There is funding for only 4% of ADM but the placement average is at least 8%.
50. NC Use of Multiple Criteria for identification purposes. It has been very beneficial for identification of underrepresented population. Alternative assessments are purchased by each LEA. Some have purchased and used alternative assessments while others have not. Much of what is done in NC is based on local decisions. We have 117 similar yet different plans.
51. NE I have already stated some of the improvements. A list follows: Mandated identification (it's a start) Accountability for identification at some minimum level Requirement of alternative procedures for underserved populations (including rural and low SES) and twice exceptional Mandated services at some minimum level Mandated teacher training at some level and endorsement preferred Program evaluation including the "value added" to student' learning Strengths: Identification procedures determined by local areas (although minimum guidelines would be desirable). Advantage: One size doesn't fit all. Flexibility of service options open to local areas (although minimum guidelines and teacher training are essential) State monies (LB 1229) (they aren't much, but they definitely help encourage more programs and services)
52. NE We are moving to placing our manuals on the web and also distance training for teachers.
53. NH Managed from special ed.
54. NJ I like our definition. Districts need to be more accountable.
55. NJ: Improvements? Let us start with monitoring distrcits to assure compliance to code, then fund gifted education, and so on.... NJAGC has a huge wishlist.
56. NM The funding formula that treats all gifted students equally with all special education students provides more funds to districts that I believe are traditionally available. We could improve our delivery of service by requiring certification or endorsement in gifted education. Also if the funds were earmarked specifically for gifted programs that would be helpful in assuring that the needs of the gifted students could be met. As it is, they are co-mingled with the special education funds which then are delivered to the districts as flow through operational funds.
57. NV Should be consistent throughout state and have same testing procedures throughout state. Should track student progress to guarantee student progress.
58. NY Continue fulltime programs ; Improved by starting earlier - fulltime in Primary
59. NY Public shools in NYC include Hunter elementary, Stuyvesant HS, High School of Music and Art, Bronx HS of Science and a special HS in Staten Island. All exemplary - all in NYC!!! These are trhough the NYC board of Education. The state offers nothing that I am aware of.
60. NY Until New York State mandates gifted services, school districts offering gifted services and the quality of those services are hit or miss.
61. OH Gifted licensure is beneficial. Separate funds for identification is very helpful. Funding levels need to be increased. Services need to be mandated and districts need to be held accountable for achievement of gifted students. Funding system needs to extend to professional development, materials and supplies etc. Also, small districts need to provided with a fairer funding system.
62. OH Improvement - Mandate for service is necessary.Identification Process has been painful, but has opened doors with the regular district administration. Very beneficial to begin a relationship

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with regular ed. Gifted has come a step closer to being dealt with due to the mandated identification process.

63. OH- state should mandate service and value added assessment for gifted
64. OH We need a funded mandate to SERVE, not just identify. We need other ways to id g/t students, not just test scores. We need pre-service training in gifted that is required of all pre-service teachers, and be a real course, not just a mention in a special ed course.
65. OR Everything about our state program needs improvement.
66. PA regulations specific to gifted, require individual educational plans based on present levels of academic performance and enable acceleration, enrichment or both, from earliest age or K-12, includes due process procedures. Need for Improvement: Greater authority to require programs to be compliant without requiring each parent to go through individual due process procedures; program approval criteria.
67. SD Census screening and testing of all grade two students for the purpose of identification. Needs: curriculum development and continued teacher training; program evaluation
68. TX I am new to this position, but think that disaggregated data about GT students would be helpful in planning and seeing if students are being helped.
69. TX One improvement should be mandated administrator of the program at the district level. The multiplier should be increased to provide more funds for educational services. The required certification should be backed by a stipennd from the state.
70. TX The close working relationship between the state advanced academic services and the Texas Association for the Gifted and Talented. The comprehensive development of the Texas Administrative Code surrounding gifted and talented education.
71. UT Accountability for mandation would be a big help. One of biggest problems is inadequate funding. As the state superintendent has said, "There's not enough there to make it worth our time to track."
72. VA Administration of the program should not be a minor priority of the school system--it should be a full-time position filled by an educated professional in the field of gifted education. With appropriate leadership and vision, our district could surely make strides in improving the education of our gifted students.
73. VA Emulated - Governor's Schools
74. VT Most important improvements - programs and g/t licensed teachers in every school; every classroom teacher better able to differentiate instruction for gifted and all students. Curently working on a Javits application for SDE do facilitate exactly that last item!
75. WV Having gifted protected under special education is beneficial as they truly are special needs students. Our state mandated maximum caseload is too high and districts, in order to maximize dollars, often doesn't hire enough teachers. More state funded training is needed for new gifted teachers (on permit) and also for regular ed teachers.

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Author(s): MICHAEL SWANSON	
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